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ABSTRACT

This handbook is written specifically for Early Childhood Services (ECS) operators in Alberta (Canada) to apply for Program Unit Funding. It is also designed to enhance the understanding of how assistance is provided to ECS children with severe disabilities by teachers, special needs assistants, parents, and supporting agency personnel. ECS operators are encouraged to integrate children with special needs into their regular programs to the fullest extent possible. Program Unit Funding is provided in addition to basic instruction funding to offset the costs of providing educational services for children with severe disabilities. Sections of the handbook cover: (1) "Understanding the Context for Program Unit Funding"; (2) "Recognizing Basic Requirements for Program Unit Funding"; (3) "Completing the Necessary Forms for Program Unit Funding"; and (4) "Making a Declaration for Program Unit Funding." Each section provides an overview, presentation of principles, examples and specifics such as timelines and checklists, and common questions and answers. Appendices include: a developmental framework for ages 2-5; definitions of severe disabling conditions; a checklist for development of local special needs policies; a special needs profile; and a manual on funding for school authorities. (Contains 10 references.) (DB)

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ECS Program Unit Funding:

A Handbook for ECS Operators

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A Handbook for ECS Operators

Third Edition

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INTRODUCTION

This handbook is written specifically as a resource for Early Childhood Services (ECS) operators to apply for Program Unit Funding. It also may enhance the understanding of how assistance is provided to ECS children with severe disabilities by teachers and special needs assistants, by parents*, and by supporting agency personnel.

The handbook provides information for the completion of Program Unit Funding applications and is divided into the following six sections:

I. Understanding the Context For Program Unit Funding
II. Recognizing Basic Requirements for Program Unit Funding
III. Completing the Necessary Forms for Program Unit Funding
IV. Making a Declaration for Program Unit Funding
V. References
VI. Appendices.

* For the purpose of this document, the term *parent(s)* refers to *parent(s) guardian(s)* of the ECS child.

I. UNDERSTANDING THE CONTEXT FOR PROGRAM UNIT FUNDING

OVERVIEW

Before planning programs for young children with severe disabilities, it is important to recognize the context in which ECS operators work in Alberta. According to the Interim *Kindergarten Program Statement (September 1995)*, "The kindergarten program helps to identify children with special needs and provides additional support to them and their families. This allows children to increase their potential for learning and to make the most of learning opportunities. Coordinating appropriate learning experiences and adapting and modifying instructional strategies helps meet the identified special needs of children." In part, such considerations include:

- **kindergarten principles**
- **child first – disability second**
- **integration**
- **parents as partners**
- **role of ECS operators.**

KINDERGARTEN PRINCIPLES

The purpose of kindergarten is to provide learning experiences that are developmentally appropriate in order to meet the diverse needs of children and promote a positive attitude toward lifelong learning. A child whose developmental needs have been met is more likely to develop into a self-reliant, responsible, caring and contributing member of society. The following principles, outlined in the philosophy of the interim *Kindergarten Program Statement*, are considered essential in the development of programs:

1. Young children learn best when programming meets their developmental needs.
2. Young children develop knowledge, skills and attitudes that prepare them for later learning.
3. Young children with special needs, through early intervention strategies, develop knowledge, skills and attitudes that prepare them for later learning.
4. Young children build a common set of experiences through interaction with others.
5. Parents have the opportunity for meaningful involvement in the education of their young children.
6. Coordinated community services meet the needs of young children and their families.

CHILD FIRST – DISABILITY SECOND

Studies of young children indicate very clearly that the early years are critical for learning and personal growth. During this time, a child develops a self-concept and acquires a disposition toward lifelong learning. Each child is viewed as a unique person with an individual pattern and timing of growth and development. Different levels of ability, development, and learning styles are expected, accepted, and used to design appropriate experiences. See Appendix A for a developmental framework for 2-5 year olds.

No less attention is necessary in designing appropriate programs for young children with severe disabilities. When these children are given the opportunity to interact with other children in an Early Childhood Services setting, they will learn more about themselves and how to cope with the give and take of everyday life. By participating in regular preschool experiences with teachers who are skilled in adapting their teaching strategies to meet identified needs, children with severe disabilities will have a chance to achieve their full potential.

INTEGRATION

A range of placement options for children with special needs, from full integration to a highly specialized segregated or congregated setting, may be appropriate depending on the needs of the child and wishes of the parent. Alberta Education encourages ECS operators to consider the placement of children with special needs into the regular ECS classroom, but realizes that this may not be the most appropriate option for every child.

Integrating children with special needs into the regular classroom gives them regular preschool experiences and also allows children without disabilities to see their friends with disabilities as children who are in many ways like themselves. Of course, integration does not simply imply enrolling children with special needs into a program. Definite steps must be planned to ensure that active and full participation occurs in as many classroom activities as possible.

Children with special needs display a broad range of needs, behaviors and abilities. Some thrive in a program with their non-disabled peers. Others need time in a regular classroom environment for only part of the day or may need to attend special therapy sessions, or perhaps be served in their own homes. For this reason, Alberta Education encourages the principle of **most-enabling educational environment**. This means that the preschool experiences of the child with special needs should be as close as possible to those of non-disabled children, while still fulfilling the special requirements created by their disabilities.

PARENTS AS PARTNERS

One of the unique features of ECS programs in Alberta is the involvement of parents in the education of their children. Parents are acknowledged to be the child's first teachers and their involvement forms the cornerstone of a successful ECS operation. This partnership is perhaps even more important in the education of a child who has special needs.

Parents should participate in decisions involving formal assessment and diagnosis of their child, and in the selection and arrangements for any special services that are needed. They should be part of any decisions that are made as a result of a review of their child's progress and in the development of an Individualized Program Plan (IPP) for their child.

ROLE OF ECS OPERATORS

Early Childhood Services operators are encouraged to integrate children with special needs into their regular programs to the fullest extent possible. Alberta Education supports ECS operators in this regard with funding extra to the Basic Instruction funding to supplement the costs of providing educational services for children with severe disabilities. This funding is called Program Unit Funding.

It is important that the approved ECS teacher assume a leadership role in all stages of programming for children eligible for Program Unit Funding, independent of the degree to which those children are integrated in regular ECS programs. Such leadership ensures that the child's program has consistency with expectations for all children, as outlined in the interim *Kindergarten Program Statement*. The ECS teacher can assist in the provision of equitable experiences for the child with special needs such that disruption in continuity of school programming is minimized and that a sense of belonging to the group is maximized.

It is expected that ECS operators will develop policies for providing programs for children with special needs at the local level, consistent with those of Alberta Education. Such policies will include the monitoring and evaluation of their Program Unit programs.

QUESTIONS AND ANSWERS

Q: Can a school board concerned by the rising number of children with severe disabling conditions enrolled in their ECS programs, decide not to accept these children?

A: Once a school board has become an approved ECS operator, the board must be prepared to accept and organize programming for all those eligible children for whom programming is requested, including those children with special needs. In some circumstances, the board may direct a child to an appropriate alternative setting. It is reasonable, in order to maintain the philosophy of integration, to limit the overall number of children with disabilities in any given grouping, provided that a stated policy does not discriminate.

Q: A parent has come to my school with a three-year-old child who has cerebral palsy and would like to have her integrated into our kindergarten class. However, the superintendent of our district has told me that it is the school board's policy not to accept children who are younger than 4 1/2 as of September 1st. Where can this parent go from here?

A: If a school board is an approved operator of an ECS program, the board should be prepared to accept and organize programming for all eligible children for whom programming is requested, including those children with special needs. (See *Alberta Education Policy, Regulations and Forms Manual).* Thus it is the board's responsibility to oversee a program for a child with special needs who is three years of age, even though that child may be enrolled in a local playschool program because it may be more appropriate than a kindergarten class.

Q: Can parents send their special needs children to an ECS operator of their choice?

A: Attendance in an ECS program is not mandatory in Alberta. Funds are provided on a per child served basis and, therefore, children may attend any school provided the resources are available.

Funding for school-aged children also is provided on a served student basis. Parents should consider carefully the long-term implication of placing their child outside their child's first-grade attendance boundaries.

II. RECOGNIZING BASIC REQUIREMENTS FOR PROGRAM UNIT FUNDING

OVERVIEW

Eligibility to receive funds for a child with a severe disability is determined in a number of ways:

- **approved operator status**
- **disabling conditions of child**
- **age of child**
- **demonstrating a commitment by way of a declaration**
- **functioning level of the child**
- **meeting important timelines**
- **special circumstances**
- **establishment of local policies.**

APPROVED OPERATOR STATUS

Only approved ECS operators, meeting all terms and conditions for that status, are eligible to receive funds on behalf of children with special needs. Approved ECS operators may choose to contract required services from other agencies or individuals.

The normal requirements for operating an ECS program, in part, are:

- meeting health and safety requirements for an approved facility
- maintaining appropriate legal status (if an ECS private operator)
- following policies, regulations and procedures as outlined by Alberta Education
- providing a program that supports the stated provincial philosophy with regard to children, parents and community.

The Regional Office Branch of Alberta Education can provide additional information to people seeking approved ECS operator status.

DISABLING CONDITIONS OF CHILD

For a list of criteria for determining eligibility for children with severe disabilities, by disabling conditions, refer to Appendix B in this handbook. See also **Functioning Level of the Child** (p. 2-3).

AGE OF CHILD

Determining the child's eligibility for service by age is complex. Normally, children in Alberta are eligible for one year in an ECS program. **For children without disabilities**, a parent may choose to delay enrolment by one year or may, if the child is identified as "developmentally immature," register their child for a second year of ECS. **For children with mild or moderate disabilities**, a parent may enrol their child a year early and allow for two years of service. **For children with severe disabilities** (or for children with a hearing impairment), the parent may access services two years earlier for a maximum of three consecutive years in the program. The ages of eligibility are reflected in Table 1 on p. 2-2.

Table 1

Ages for Eligibility in ECS Programs Depending Upon Status of Child

Funding status of child	For funding in an ECS program, the minimum age of the child on September 1 of program year must be the greater of
Child with Severe Disability Child with Hearing Disability	2 years, 6 months or 3 years less than minimum school age*
Child with Mild or Moderate Disability	3 years, 6 months or 2 years less than minimum school age*
Regular Program Child	4 years, 6 months or 1 year less than minimum school age*
Developmentally Immature Child	5 years, 6 months or Minimum school age*

* The school entrance age as set in the **School Act**, which is 6 years of age as of September 1.

Note the following important considerations:

- A child can only be counted by **one** operator in **one** program.
- A Treaty Indian for whom the operator receives payment from the Government of Canada is **not** eligible.
- Compulsory education is not mandated in the *School Act* (1988) until six years of age as of September 1. Even though a child younger than six is **eligible** to attend school by virtue of the school entrance age policy in the district or division in which his/her parents reside, he/she is not mandated to attend.
- A child with disabilities eligible for school may be counted as an ECS child for funding purposes under the following conditions:
  - the child is under six years of age as of September 1, and
  - the child has not received three, two or one year(s) of funding according to Table 1 on this page.

DEMONSTRATING A COMMITMENT BY WAY OF A DECLARATION

To be eligible for funding, ECS operators must sign a declaration on the application form which demonstrates their commitment to certain processes and philosophical provisions. Refer to Section IV on page 4-1 for **Making a Declaration for Program Unit Funding**.

FUNCTIONING LEVEL OF THE CHILD

The ECS operator is required to make decisions regarding the severity of the disabling conditions based upon information in documentation received from service agencies. However, it is the **functioning level** of the child, and the **extent** to which the child can function in the ECS program, that is more important in determining the budget. A variety of options may be explored before certain decisions are made.

The following "checklist" of questions may prove useful in such determination:

_____ 1. Is specialized or adaptive equipment necessary for the child?

_____ 2. Are special instructional materials required?

_____ 3. Must therapeutic support be purchased? In many cases, such services are provided free-of-charge (e.g., Health Units).

_____ 4. Does the teacher or other ECS staff require special training?

_____ 5. Do the parents require training to assist them to work with their child?

_____ 6. Is special transportation necessary?

_____ 7. Are the child's needs such that direct one-on-one activities will be necessary?

_____ 8. Others _____

MEETING IMPORTANT TIMELINES

Deadlines for ECS operators to complete appropriate documents related to accessing Program Unit Funding are as follows:

Form	Submit To	Deadline
- Report on Enrolment	Education Information Exchange (EIE) (Alberta Education)	Enrolment count as of **September 30 or end of first month of operation** to include Program Unit Funding children. Submission by **October 15** or three weeks after starting date of program.
- Transportation Funding Application	School Finance (Alberta Education)	Estimated needs according to September 30 count. Submission by **October 22**.
- Program Unit Funding Application	School Finance (Alberta Education)	Prior to June 1
- Budget Report Form schedule, (BRF)	School Finance (Alberta Education)	Program Unit budget must be included on BRF submission by **November 30.**
- Adjusted Report on Enrolment	EIE (Alberta Education)	Occasionally a child listed with mild/moderate disabilities on **September 30** count needs to be redesignated to Program Unit status. For full-year funding, submission by **November 30**.
- Add, Change or Delete Form for Enrolments	School Finance (Alberta Education)	After December 7

SPECIAL CIRCUMSTANCES

Guidelines for Hours of Operation for Program Unit Funding

- To be eligible for a minimum Program Unit, an operator must provide either a minimum of 40 hours of program activities for a child in a program unit or at least eight in-home visits to each child during the in-home program period, or the equivalent in a combination of hours and visits.

  This less intensive option is usually applied when:

  - a child is very young and is not yet ready for intensive programming
  - a child's parent is not yet prepared to accept full-scale intervention
  - the child enters the program late in the program year
  - an in-depth assessment is worked up in anticipation of a full-fledged funding application in the ensuing year.

- To be eligible for maximum Program Unit Funding, an operator must provide either 800 hours of program activities for a child in a program unit or 36 in-home visits for a child in an in-home program or the equivalent in a combination of hours and in-home visits. A minimum of four visits is required for for any Program Unit Funding.

- Notwithstanding the above considerations for program hours or in-home visits, the Program Unit is funded on the basis of **reasonable*** cost to the ECS operator, and on the relationship between hours and/or visits to the funding ceiling. The funding rates may be prorated using a ratio of the number of hours of program activities offered to a maximum of 800 hours or the number of in-home visits provided to a maximum of 36 visits or a combination, to ascertain the reasonableness of program costs to the amount and type of services provided.

- The funding ceiling will be prorated based on the number of hours/visits.

- Additional children with special needs may be added to an operation or to a program unit at any time.

- Additions to Program Unit Funding and/or program alterations must be submitted prior to **June 1** of the program year.

- If a child with special needs leaves a program, the operator must inform the Special Education Branch immediately.

Clustering Children

When possible ECS operators are encouraged to cluster or group children with similar special needs into a program unit, hence the term for the Program Unit Funding. On some occasions, the children may be **physically grouped** into a cluster of three, for example, for certain program activities because their disabling conditions are similar; e.g., all have hearing impairments.

Other times, the **functioning level** of the children is similar and requires similar attention, although the disabling conditions may vary ; e.g., one child may be visually impaired, one child may have a hearing impairment, and the third may have a behavior disability.

In some circumstances, clustering may not occur at all in a physical sense, but operators may group children for **administrative purposes** and for funding purposes. Children may be served as if in a cluster even though physically separate; e.g., an assistant may work with different children on different days in different settings.

* Use section 2 of the School Act, 1988, as a primary consideration in determining what is reasonable.

ESTABLISHMENT OF LOCAL POLICIES

ECS operators should develop written policies on providing programs and services to children with special needs. The local policy for children with special needs should reflect the provincial policy as outlined in the ECS section of the current *Alberta Education Policy, Regulations and Forms Manual* developed by Alberta Education. Some guiding statements that will assist ECS operators in this task are located in Appendix C.

QUESTIONS AND ANSWERS

Q. A child who is hearing impaired has registered in our ECS program. His birth date is October 30th, when he will be 6 years old. Is he eligible for Program Unit Funding?

A. Yes. As long as a child has not been served by Program Unit Funding for 3 years and is not 6 years of age on September 1st, funding may be accessed depending on eligibility factors.

Q. In our centre, one child would greatly benefit from some sort of programming during the summer months. Can I access any funding to provide such a program?

A. A child may need a "break" from a specialized program during the summer. The reasons for an extended program should be tied to a child's need for continuity in programming, and as long as a qualified teacher supervises the program, funding is available during the summer if the funding is accessed prior to **June 1**.

Q. Four of the Program Unit funded children in our centre are clustered into one "unit." However, we feel that four children in one class is too much for the teacher to handle. What can we do?

A. Clustering children whenever needs are overlapping for the purposes of applying for a funding is encouraged. How children are actually grouped for programming purposes, however, depends on what is best for each child. Having two children in each of two different classrooms is quite acceptable.

III. COMPLETING THE NECESSARY FORMS FOR PROGRAM UNIT FUNDING

OVERVIEW

The completion of several forms is necessary to secure funding for an ECS child with a severe disability:

- **Transportation Funding Application**
- **Working copy of Program Unit budget**
- **Program Unit Funding Application.**

CASE STUDIES

The ABC ECS Society wishes to make applications for **four** children to be served under Program Unit Funding. The following case studies serve to provide a picture of the four children. The forms in the rest of this section are completed with these children in mind. They are composite examples and neither descriptions nor names are meant to refer to actual individuals.

A. Four-year-old **Corey** is a bright, talkative, outgoing youngster who has cerebral palsy. He wears braces and uses a walker. He is able to walk slowly from centre to centre in the ECS classroom. Corey's mother has shown Mr. Chin how to help Corey sit on the floor with the other children. Corey is learning to unlock his own braces for sitting, but he still needs help getting from a standing to a sitting position.

Corey has many difficulties with fine motor activities such as using scissors and drawing with crayons, so Mr. Chin consults with an occupational therapist who suggests a number of activities to improve Corey's eye-hand coordination and the use of two hands together.

Mr. Chin and Corey's mother also work out which ideas will be useful to put into practice at home.

B. **Melissa** is almost three years old. She suffers from cystic fibrosis. She coughs frequently and occasionally has digestive upsets. She was hospitalized once for pneumonia when she was nearly two years old, but since then her parents and family doctor have kept a close eye on her. When she does get an infection, it is quickly treated. Melissa tires easily and needs much encouragement to participate in active play. Melissa says very little and appears to have serious delays in receptive and expressive communication skills.

C. Nearing five years of age, **Natasha** has a mild form of cerebral palsy. She is a quiet, friendly child who loves to join with her playschool group in singing.

Natasha seems behind the other preschoolers in her ability to use words in sentences and, because of the tightness in her legs, she is rather clumsy in her walk. Her playschool teacher, Miss Suchowsky, was shown some simple knee joint exercises by the physical therapist, which she can do with all the children in the group.

D. Milan is a recent immigrant to Canada and also has cerebral palsy. He will soon be six years of age.

Milan is confined to a wheelchair but has little difficulty in getting around and can easily transfer himself to the floor or a chair. Milan has some difficulty with fine motor activities such as completing jigsaw puzzles and writing his name.

Milan cannot communicate very well in English. He has been diagnosed as "clinically" deaf, but has recently been fitted with a hearing aid and scheduled for regular speech/language therapy sessions. Milan's parents are very keen for him to strengthen his communication skills prior to going to school.

QUESTIONS AND ANSWERS

Q. Whenever I plan a craft activity for the children in my kindergarten class, Matthew, who is developmentally delayed, is left out as he cannot cut very well and his coloring ability is poor. How can I include him in such activities?

A. Since different levels of ability, development, and learning styles are expected, accepted, and used to design appropriate activities, children should not be expected to perform the same tasks and achieve narrowly defined, easily measured skills at the same time as everyone else. Open-ended activities, focussing on **process**, rather than product, allow children at different levels to participate together as well as foster creative problem-solving in all the children.

Note: Matthew is not a Program Unit Funding candidate but his case illustrates a typical situation, in the acceptability of allowing different children to work at the same or similar activities simultaneously with varying degrees of skill achievement.

LOOKING AT EXAMPLES OF SPECIAL NEEDS PROFILES

(i) Things to Consider

- It is unnecessary to complete a Special Needs Profile on page 3-4 to be eligible for Program Unit Funding. However, some operators find a preliminary screening useful to help them to determine if a potential need might result in a Program Unit Funding application. Some operators choose to submit a Special Needs Profile as an indicator of a forthcoming Program Unit Funding application, particularly when certain documentation is not yet available to them. Finally, the screening does provide a reasonable checklist format for an ECS Operator's use.

- If a child is placed in any location other than the ECS centre or the child's home, **a contract is necessary between the ECS operator and the operator of the alternate site**; e.g., playschool.

(iia) Sample Profile for Corey

SPECIAL NEEDS PROFILE: Preliminary Screen

This Special Needs Profile may be used as a rough screen to determine eligibility for Program Unit Funding, and may be used as a preliminary step to completing a Program Unit Funding application.

CHECKLIST	INFORMATION
____ 1. What is the name of the child?	1. Child's Name Corey
____ 2. What are the names of the parents?	2. Parents: Sandra
____ 3. What is the child's date of birth?	3. Date of Birth: (1) January 13, 1991
____ 4. What is the nature of the disability?	4. Disability: CP (spastic diplegia) fine delays pronounced
____ 5. Is this a first-time or renewal application?	5. ◯ First-Time ☑ Renewal (2)
____ 6. Are special therapies involved?	6. Therapies: ☑ Speech x1 mo. ◯ Other: ____ ☑ O.T. x 1/2 weeks ☑ P.T. x 1/2 weeks
____ 7. Has the child received a recent assessment? By whom?	7. Most Recent Assessment Date: Dec. 6, 1994 (3) By Whom: Major Assessment Centre (MAC)
____ 8. Are assessment documents on file?	8. Documents: ☑ On File ◯ Pending ◯ Update Needed ☑ Has parental permission to access documents
____ 9. What is the proposed placement?	9. Placement: ◯ Home ☑ ECS Centre (4) ◯ Other*: ____ (*contract necessary)
____ 10. Who recommended placement?	10. Recommended By: MAC

____ 11. Was the placement recommendation the result of a case conference? the result of ongoing program planning?	11. ☑ Case Conference Date: _____ ◯ Ongoing Plans With: _____
____ 12. Are parents in full agreement with proposed placement?	12. Parents: ☑ Yes ◯ Need To Be Convinced ◯ Not Yet Informed
____ 13. Is an updated Individualized Program Plan (IPP) available? Who provided it?	13. Suggested Program Provided By: O.T., P.T. and ECS teacher
____ 14. Are there any special considerations? Will a rehabilitation aide be required? Any special needs background? Time? Required equipment/materials? Training needs?	14. Special Considerations: (5) ☑ Rehab. Aide: 1:1 needs for fine motor coordinator ☑ Equipment/Materials: adaptive computer with appropriate key board ☑ Training Needs: esp. re: use of adaptative computer keyboard
____ 15. Who has been appointed this child's Case Coordinator?	15. Case Coordinator: (6) Mary Bishop Phone No.: 555-1234 ECS Operator: ABC ECS Society

Note:

The Special Needs Profile is spread across two pages for reading clarity. A blank Special Needs Profile: Preliminary Screen on one page is located in Appendix D.

(iib) Sample Profile for Natasha

SPECIAL NEEDS PROFILE: Preliminary Screen

This Special Needs Profile may be used as a rough screen to determine eligibility for Program Unit Funding and may be used as a preliminary step to completing a Program Unit Funding application.

CHECKLIST

____ 1. What is the name of the child?

____ 2. What are the names of the parents?

____ 3. What is the child's date of birth?

____ 4. What is the nature of the disability?

____ 5. Is this a first-time or renewal application?

____ 6. Are special therapies involved?

____ 7. Has the child received a recent assessment? By whom?

____ 8. Are assessment documents on file?

____ 9. What is the proposed placement?

____ 10. Who recommended placement?

INFORMATION

1. Child's Name: Natasha

2. Parents: Josh and Marie

3. Date of Birth: July 27, 1990

4. Disability: (7) cp (spastic diplegia), speech delay, strabismus, mild expressive, receptive delay, mild gros motor and gait impairment

5. (✓) First-Time ( ) Renewal

6. Therapies: ( ) Speech ( ) Other: _____

( ) O.T. _____

(✓) P.T. (8) x 1 mo.

7. Most Recent Assessment Date: March 19/94

By Whom: Dr. Andrews (Community Clinic)

8. Documents: (✓) On File ( ) Pending (8)

( ) Update Needed (✓) Has parental permission to access documents

9. Placement: ( ) Home (✓) ECS Centre

( ) Other *: _____
(*contract necessary)

10. Recommended By: (8) Family doctor

____ 11. Was the placement recommendation the result of a case conference? the result of ongoing program planning?	11. ◯ Case Conference Date: to be decided ◯ Ongoing Plans With: _____
____ 12. Are parents in full agreement with proposed placement?	12. Parents: ☑ Yes ◯ Need To Be Convinced ◯ Not Yet Informed
____ 13. Is an updated Individualized Program Plan (IPP) available? Who provided it?	13. Suggested Program Provided By: _____ ECS Teacher
____ 14. Are there any special considerations? Will a rehabilitation aide be required? Any special needs background? Time? Required equipment/materials? Training needs?	14. Special Considerations: ☑ Rehab. Aide: (8) some one-to-one programming may be needed ◯ Equipment/Materials: _____ ◯ Training Needs: _____
____ 15. Who has been appointed this child's Case Coordinator?	15. Case Coordinator: Mary Bishop Phone No.: 555-1234 ECS Operator: ABC ECS Society

(iii) Explanatory Notes for **Special Needs Profiles**

(1) The child's date of birth should be checked against original sources, e g , a birth certificate. Eligibility for funding should then be cross-referenced with the *Alberta Education Funding for School Authorities Manual* or the *Alberta Education Policy, Regulations and Forms Manual*.

(2) Renewal applications can be reviewed more quickly because information is already known on the child. However, in some instances, such as when a child transfers from elsewhere in the province, the child's file may need to be released by the former program operator to the new ECS operator.

(3) Even when complete information is not available, it is often helpful to have upcoming plans identified. In instances where the information is lacking, the child should be scheduled for a review assessment in the near future .

(4) Major decisions such as the placement of the child for special programming should be carefully considered. Placement recommendations may be received from several sources, but, where possible, decisions should be made only after all options are considered. Such decisions are usually the outcome of a case conference and should be made in consultation with the parent(s).

(5) Special consideration for the child's programming needs are reviewed early in the process. Sometimes a child, despite being disabled, can function reasonably well in a group setting at almost no additional cost to the ECS operator, and is not a Program Unit Funding candidate. On other occasions, the child has very special requirements which would not normally be available in the typical ECS classroom. The Program Unit Funding is designed to assist in such cases. Bearing in mind the need to provide "the most enabling educational environment" possible, ECS operators are cautioned not to **automatically** provide one-to-one assistance, especially for large blocks of time.

(6) Each child should be appointed to a case coordinator. That person might be the ECS teacher, a society board member, or an agency specialist. In most cases the case coordinator also is the regular ECS Coordinator. It is not the role of the case coordinator to know everything there is to know about the child or to be involved in special programming for the child. Rather, the case coordinator ensures that appropriate processes are followed to determine the most reasonable decisions for the education of the child, and ensures that those decisions are subsequently implemented. The case coordinator may call a case conference when appropriate and will attempt to communicate to all involved parties as necessary.

(7) Here is a case where the available information does not support the application for Program Unit Funding. Normally, this profile is filed without applying for Program Unit Funding. It may, however, provide a summary of information sufficient for funding for children with mild/moderate needs.

Although the child does have cerebral palsy, like Corey, the resulting difficulties are mild. 'Spastic diplegia' refers to a tightening of the lower limbs and 'strabismus' is more commonly referred to as squinting, neither of which meets the criteria for a Program Unit Funding submission. Natasha can function well in a normal ECS setting with a little care and sensitivity.

(8) Unfortunately, ECS operators sometimes try to expand the base of information on a child or are vague with details, so that the case for securing additional funds can be made. In the long run, this approach is problematic, sometimes setting up unrealistic programming expectations which cannot be maintained in the long term. If 'real' problems exist, but the documented evidence is still scanty, a discussion with staff at the Special Education Branch may still enable funds to be secured pending release of past assessment records or pending appointments for additional assessments to be finalized.

ENROLMENT SUBMISSIONS FOR ECS

(i) Things to Consider

- The ECS count must not include any child counted by another ECS operator for funding purposes in the school year. It is the responsibility of the ECS operator to ensure that a child had not been previously or currently enrolled and counted by another ECS operator in the current school year.
- The count date is September 30 and the information must be submitted by October 15 to the Educational Information Exchange. For ECS programs beginning after September 30, the count will be taken as of the last operating day in the month in which the ECs program begins. The information must be submitted within three weeks of that day to the Educational Information Exchange.

(ii) Educational Information Exchange Coding for Early Childhood Services

Grade	Funding Code	Funding Program	Exceptional Student Code
ECS	Mild/Moderate Disabilities	100 500	30
ECS	Severe Disabiities (Program Unit Funding)	100 500	20

NOTE: When the Funding Program code of 500 is applied, at least one exceptional student code is required. An Exceptional Student Code does not necessarily require a Funding Program Code of 500.

LOOKING AT AN EXAMPLE OF THE ECS TRANSPORTATION-SPECIAL NEEDS APPLICATION

(i) Things to Consider

- Transportation to and from school is provided to a child who require special transportation, e.g., handi-bus, when because of the severity of his or her disability, the child cannot ride regular rural or urban transportation. Transportation funding is provided at $8.65 for each round trip. This amount is claimed on the ECS Transportation Advance funding claim and deducted as revenue from the cost of transportation submitted on the Program Unit Funding Application. The Program Unit will fund the net costs of the transportation costs.

- Transportation is provided for each scheduled visit made by a teacher, a child development specialist or a teacher assistant to the home of a child enrolled in an in-home program. In-home transportation will be paid to a maximum of 36 in home visits for a program unit child. Transportation funding is provided at $8.65 for each round trip. This amount is claimed on the ECS Transportation Advance funding claim and deducted as revenue from the cost of transportation. The Program Unit will fund the net costs of the transportation costs.

- Transportation costs incurred for fields trips or other activities cannot be claimed under the ECS Transportation-Special Needs Funding, but can be claimed as part of transportation costs under Program Unit Funding. Field trips claimed must be those trips provided above the field trips for the regular ECS class. In-program transportation costs must be specified and must be for transportation from the program to another program or agency as part of the child's IPP, e.g., swimming.

QUESTIONS AND ANSWERS

Q. I understand that Alberta Education provides transportation funding for children who require special transportation; e.g., handi-bus, to and from the ECS centre. Two children in my class have physical disabilities requiring that they be transported to the program. The cost of their transportation exceeds the amount eligible under the ECS Transportation-Special Needs Funding. Where could I access the extra money required?

A. Extra cost for transportation above the $8.65 per round trip provided under the ECS Special Needs Transportation Funding, may be charged to the Program Unit Funding according to the guidelines in the *Funding for School Authorities Manual*.

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(ii) Sample Form. Including Special Transportation Needs

EARLY CHILDHOOD SERVICES TRANSPORTATION ADVANCE

For the 1995-96 Program Year

INSTRUCTIONS:

1. Complete this form using:
   (a) the number of disabled children being transported.
   (b) the maximum number of days children requiring transportation are to be transported for the year.
2. Submit the completed form to School Finance, Alberta Education by **October 22, 1995.**
3. An advance payment will be determined for the period September, 1995 to March, 1996.

I. DATE PROGRAM BEGINS: Sept 18/95 DATE PROGRAM ENDS: June 15/96 (1)

II. SPECIAL TRANSPORTATION

a) Disabled Transportation Name of School/Centre	Circle Days of Program Operation	No. of Children Transported		Maximum No. of Days To Be Transported For Program Year	
		One-Way	Return	One-Way	Return
ABC ECS Centre	(MON) TUES (WED) (THURS) FRI		1 (2)		146
	MON TUES WED THURS FRI				
	MON TUES WED THURS FRI				
	MON TUES WED THURS FRI				
	TOTALS		1		146

b) In-Home Visits
(Refer to the definition of "In-Home Program" in the Glossary of Terms, Funding for School Authorities)

Name of School/Centre	No. of Children Receiving In-Home Visits	Maximum No. of In-Home Visits For Program Year
ABC ECS Centre	3	54 (3)
TOTALS	3	54

CERTIFICATION:

I certify that to the best of my information and belief, the number of children transported, the number of in-home visits, and the estimated number of transportation days is accurate.

[signature]
(Signature of Secretary-Treasurer)

Sept. 30/95
(Date)

ABC ECS Society 28
(Name of School Jurisdiction, Society or Private School)

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87ED02.06A RETURN TO: SCHOOL FINANCE

(iii) Explanatory Notes for **Transportation Funding Application**

(1) These dates reflect those offered to the regular ECS population. Children may have alternate program limits which are indicated on the actual Program Unit Funding application form.

(2) Only one of the two children with severe disabilities attending the ECS centre requires special transportation. Milan needs to transport his wheelchair with him back and forth from home to school. He is driven in a specially adapted community van.

(3) Corey and Milan are both scheduled to receive an in-home visit once each month. Melissa will receive several in-home visits each month. Thirty-six such visits are claimed here. The additional cost is charged to the transportation section of her Program Unit Funding schedule.

Calculations of the number of in-home visits are:

Corey (9) + Milan (9) + Melissa (36) = 54

LOOKING AT AN EXAMPLE OF A PROGRAM UNIT BUDGET FORM

(i) Things to Consider

- Refer to the current *Funding for School Authorities Manual* and the annual *School Funding Schedule* for additional information. These documents are available from your central office/treasurer.

- Funding Purpose

  The purpose of the Program Unit Funding is to provide additional funding support to ECS operators who serve children with severe disabilities. The extra funds allow an ECS operator to provide services they would not normally provide.

  The ECS operator may choose to provide support to the ECS teacher, directly to the child or to the child's parent, but the primary reason for the funding is to enable the ECS operator to meet the **special needs** of the child not covered by the Basic Instruction funding. The Basic Instruction funding is paid on behalf of **all** children in an ECS program to support the day-to-day operating costs which include the provision of a qualified teacher, an approved facility, appropriate equipment and materials, and an administrative support structure.

  An ECS operator's added costs may include assessment fees, specialized equipment costs and a teacher assistant's wages. **Ordinarily the ECS teacher's salary is not included as part of the Program Unit cost because the Basic Instruction funding is provided to support the cost of hiring an approved ECS teacher.**

- Payment Ceiling

  Program Unit Funding is intended to meet the child's individual needs and is, therefore, provided according to very flexible guidelines. However, the funding figures indicate maximum ceilings only. Annual actual cost records show that, on the average, most Program Unit Funding applications claimed less than $13,000 when providing services to a child with a severe disability in an integrated setting.

- Programs Operating on Program Unit Funding Only

  Programs that operate to serve only children with severe disabilities may include all program costs in their Program Unit budget except capital building costs and other fixed costs that would still be incurred if the program did not operate. Because the Basic Instruction funding is paid on behalf of children with severe disabilities also, that funding revenue is accounted for in determining a Program Unit budget. Similar consideration is expected in regards to transportation costs and the submission of Transportation funding claims.

- Funding Payment Schedule

  <u>School Jurisdictions</u>

  ECS payments will be made to school jurisdictions under the funding framework schedule.

  The payments will be distributed on a monthly basis at 8.33 percent a month with the exception of January and August which will be at 8.35 percent.

Private Early Childhood Services Operators

For Private ECS Operators, the Program Unit Funding payment schedule is as follows:
On receipt of budget - 40 percent

February - 58.33 percent less previous advance

April - 78.33 percent less previous advance

On approval of final costs - 100 percent less previous payment. Final payment of the approved budget is paid upon submission of the Audited Financial Statement and is the lesser of: the total approved budget, actual expenditures, or the approved ceiling.

(ii) Sample Program Unit Budget Form for Corey

Guidelines for determining expenditures are found in the Funding For School Authorities, Part 2, Section 5

PLEASE SUBMIT SEPARATE BUDGET FOR EACH UNIT

	EXPENDITURES
INSTRUCTION (1)	
Salaries and Wages (650 hrs x $10.00) plus (9 visits x 1.5 hrs x $10.00)	$ 6,635
Employer's Portion of Fringe Benefits	455
Services Purchased Occupational Therapy	700
Supplies and Materials (35 hrs x $20.00)	200
PARENT INSERVICE	
STAFF INSERVICE (2)	300
OPERATION AND MAINTENANCE	
Salaries and Wages	
Employer's Portion of Fringe Benefits (3)	
Services Purchased Maintenance of adaptive computer	200
Supplies and Materials	
TRANSPORTATION	
Costs: (4)	
1. Transportation: to and from school	1358
2. In-Home Programs	135
3. Other: - Field Trips	25
In-Program Transportation	300 (Transportation to clinic for therapy)
Total Estimated Costs (A)	1918
Estimated Funding:	
1. Transportation: to and from school (146 days x $8.65/day)	1,262.90
2. In-Home Programs (9 visits x $8.65)	77.85
Total Estimated Funding (B)	1,340.75
NET Transportation Costs: (A) - (B) =	577.25
SUB-TOTAL	$ 9067.25
ADMINISTRATION (Lesser of Actual Cost or 5% of Sub-total Above) (5)	430.00
CONTRIBUTION TO CAPITAL FUND (6)	
Furniture and Equipment - Specify: Adaptive Computer	$1,125.00
TOTAL (7)	$ 10,622.25

Lesser of Actual Cost or 10% of funding ceiling - Refer to the Funding For School Authorities - Funding Rates. If it is necessary that expenditures exceed 10% of the funding ceiling - please contact Alberta Education staff for prior approval to committing the expenditure.

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87ED 02.05A RETURN TO: SCHOOL FINANCE

(iii) Explanatory for **Program Unit Budget Form**

Instruction

(1) This shows that Corey attends the ECS program for 650 hours and has one in-home visit each month from September through June. The teacher assistant, hired to assist the classroom teacher, is paid a negotiated amount per hour. Corey needs the services of an occupational therapist (O.T.) approximately 1 1/2 hours every two weeks. This service is not available locally, so the operator budgets for 35 hours across the year. Some special toys and manipulatives are needed to carry out Corey's O.T. program, so $200.00 is set aside.

Staff Inservice

(2) Here $300.00 is budgeted to assist with inservice training for the teacher assistant.

Operation and Maintenance

(3) Corey needs an adaptive computer for his program. It is legitimate to charge the cost of maintenance on the computer to the Program Unit Funding.

Prorated rental costs should only apply where the operator has had to secure additional space; e.g., the child has a wheelchair and the operator has to pay increased rent for a larger classroom.

Transportation Costs

(4) The transportation costs for a child with a severe disability are covered from two sources. The ECS Transportation-Special Needs funding supports transportation daily to and from the child's home to the site of the child's program and also covers in-home visits by the ECS teacher or teacher assistant. Additional costs are charged to the Program Unit budget. Only additional costs are reflected in the Program Unit budget itself.

Administration

(5) The lesser of the actual net administration cost (in this case $430.00) or five percent of the estimated expenditures subtotal can be claimed in the proposed budget submission. If five percent of the subtotal is used, the actual cost of administration is noted on the audited financial statement at year-end.

Additional audit costs, long-distance telephone calls to secure special needs services, and, in the case of volunteer treasurers, honoraria, are the most frequent items cited under this category. Only certain expenses that are specific to the ECS coordinator's role in administering the child's individual program; e.g., time to attend case conferences, should be claimed.

When a coordinator serves many children with severe disabilities or children with severe disabilities exclusively, salary costs may be applicable.

Contribution to Capital Fund

(6) Because of Corey's special needs, he requires an adaptive computer. The operator, taking advantage of federal sales and/or excise tax allowance, purchased a computer for $1,125.00.

(7) This Program Unit schedule and total estimated operating expenditure also is reflected in the ECS operator's overall *Budget Report Form*, which is to be submitted to Alberta Education by November 30.

Reviewing the Program Unit Budget

The Program Unit budget is reviewed by staff at the Special Education Branch in order to approve a funding limit. The following questions are frequently considered by Special Education staff and may provide a useful checklist for ECS operators to consider prior to the submission of the budget in support of each Program Unit Funding application.

_____ • Is the administration cost less than or equal to five percent of budget subtotal?

_____ • Are capital expenditures less than 10 percent of grant ceiling? Are items listed?

_____ • Is the relationship of the number of hours a child is served and/or the number of in-home visits to the Instruction Salaries and Wages **reasonable**?

e.g., A budget of $6,000.00 for a 600-hour program appears reasonable; i.e., $10.00/hour, whereas this would not seem appropriate for a 200-hour program; i.e., $30.00/hr.

_____ • Are the identified services purchased **directly** related to the child's special needs?

e.g., Janitorial services would not usually reflect directly on a child's special needs, but those of a psychologist may be appropriate.

_____ • Does the budget reflect an integrated program; i.e., the teacher's salary is **not** claimed under Program Unit Funding?

_____ • Are transportation costs **additional** to those claimed under the Special Needs Transportation; i.e., not a gross total?

_____ • Is financial support evident from other agencies (where applicable)?

e.g., Handicapped Children Services.

Note: Expenses under **Operation and Maintenance** are usually only claimed by operators who serve children with severe disabilities **exclusively.**

QUESTIONS AND ANSWERS

Q. Since our ECS coordinator is now responsible for overseeing the placement of three children with severe disabilities can we increase her salary by the five percent mentioned for administration expenditures on the budget form?

A. In normal circumstances, ECS coordinators would not receive extra salary since the ECS coordinator has certain responsibilities that would not change with the addition of a child eligible for Program Unit Funding. This might occur only when substantial increases in time are required to oversee programming for several children with severe disabilties.

Q. Where does a child with a severe disability go when he reaches school-age?

A. A child's placement is always based upon his individual needs and circumstances. Generally, four options are explored:

- If the school-aged child is not six years old until after September 1 and has not received three years of Program Unit Funding, he may remain in ECS with funds again allocated from a renewal Program Unit Funding.
- If the school-aged child still requires an ECS experience, the school board may place the child in ECS (under contract if necessary) with funding from the school board allocations.
- If the school-aged child can function in a Grade 1 setting, he may be placed there with support provided to the Grade 1 teacher.
- If needs are appropriate, a special education class may be considered.

LOOKING AT AN EXAMPLE OF A PROGRAM UNIT FUNDING APPLICATION

(i) Things to Consider

- It is useful to precede the completion of an actual Program Unit Funding application by a Special Needs Profile and a working copy of a Program Unit Funding budget.

- The need to fully understand the implication of the Program Unit Funding declaration cannot be overemphasized. For additional information on the development of an Individualized Program Plan (IPP), ECS operators are encouraged to contact the Special Education Branch and/or Education Manager in a Regional Office of Education for assistance.

- If a budget request is subsequently to be amended because children are added or deleted from a Program Unit, or because new information is received which alters the needs of the child and hence those of the ECS operator, a revised Program Unit Funding application should be submitted to School Finance. This may be done any time up to June 1 in each program year.

- Although the form appears to be straightforward, applicants are asked to ensure that all parts are filled in as accurately as possible and as much detail provided as available.

(ii) Sample Program Unit Funding Application

Alberta

EDUCATION

EARLY CHILDHOOD SERVICES

1995-96 PROGRAM UNIT FUNDING ☐ REVISED

Refer to Part 2, Section 5 of the Funding For School Authorities to reaffirm eligibility and to assist in a review of the individualized program plan(s) for the child(ren) included in this application. Submit one copy of this application for each school/centre to School Finance.

Name of School Jurisdiction/Private School/Society: ABC ECS Society

Name of School/Centre: ABC ECS Centre

Address: Anytown, AB Postal Code: TOM OTO

Contact Person: Mary Bishop Telephone No: 555-5555

Number of Program Unit children: 3 Budget Amount: $ 29,773 (2)

Have any of these Program Unit children been with a previous operator: ☐ YES ☑ NO

If YES, has the Individualized Program Plan been received from the previous operators: ☐ YES ☐ NO

NOTE:
- The Budget amount is subject to change upon review by the Alberta Education staff.
- Final payments will be based on the lesser of the approved budget amount, funding ceiling or actual expenditures.
- To revise your budget, please send an amended application to School Finance.

DECLARATION:

The undersigned does hereby declare that an individualized program has been planned and will be carried out for each child in this application and long term plans for the child(ren) have been discussed with the receiving school board(s) according to the following criteria:

- The parent(s) / guardian(s) of each child in this program unit is/are fully aware that special program plans are in place and that this application is being submitted on the child's behalf.
- Each child has been identified through screening and assessment carried out by community health nurses, parent(s) / guardian(s), teachers and/or child development specialists in accordance with criteria outlined in Part 2, Section 5 of the Funding For School Authorities.
- Program goals for each child have been developed on the basis of recommendations arising from screening and assessment data.
- A program consistent with the special needs of each child will be undertaken by the teacher(s), assisted by appropriate support staff in the most enabling educational environment.
- Consultative assistance will be provided to staff and parent(s) / guardian(s) as required.
- Direct services (such as speech therapy) will be provided to each child and/or parent(s) / guardian(s) as required.
- Case conferences will be held regularly to evaluate each child's progress and to decide on changes, where appropriate, in the porgram in consultation with the parent(s) / guardian(s).

I certify that the programs identified in this report are being offered in accordance with Alberta Education program requirements.

Elaine K. Smith (School Jurisdiction Superintendent or President of Society/Private School) July 28/95 (Date) (1)

I certify that to the best of my information and belief, the number of children used for the determination of the funding payable by Alberta Education is correct.

G.S. Woods (Signature of Secretary-Treasurer) July 28/95 (Date)

FOR DEPARTMENT USE:

SPECIAL EDUCATION BRANCH Date Approved: _____

APPROVED BY: _____ (Signature of Performance Certifier) Amount Approved: $ _____

_____ (Signature of Expenditure Officer)

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DETAILS OF CHILDREN IN PROGRAM UNIT(S)

	Name of Child	Date of Brith Yr.	Mo.	Day	Location(s) of Child's Program	R or N*	** Assessed Primary Disability (3)	Date Program Starts Yr.	Mo.	Day	Date Program Ends Yr.	Mo.	Day	Number Of Centre Program Hours (5)	Number Of In-Home Visits
FIRST PROGRAM UNIT IN THIS CENTRE															
1.	Corey	91	01	13	ABC ECS Centre	R	D	95	09	18	96	06	15	650	9
2.	Milah	89	11	08	ABC ECS Centre	N	C	95	09	18	96	06	15	800	9
3.															
4.															
5.															
6.															
SECOND PROGRAM UNIT IN THIS CENTRE							(4)								(4)
1.	Melissa	92	08	25	In-Home	N	B	95	09	18	96	06	15		36
2.															
3.															
4.															
5.															
6.															
THIRD PROGRAM UNIT IN THIS CENTRE															
1.															
2.															
3.															
4.															
5.															
6.															
FOURTH PROGRAM UNIT IN THIS CENTRE															
1.															
2.															
3.															
4.															
5.															
6.															

* In this column, please indicate whether it is:
(R) - for a renewal application;
(N) - for a new application.

** Assessed primary disability should be referred to by the appropriate letter and number as listed on Page 2.

87ED 02.05A

(iii) Explanatory Notes for a **Program Unit Funding Application**

(1) The signature on a Program Unit Funding application attests to a complex set of criteria which form the Program Unit declaration. ECS Operators should refer with care to the section on **Making Declarations for Program Unit Funding**.

(2) The budget request itself is $29,773.00 for three children broken down thus:

New applications
- Milan $7,610.00
- Melissa $11,540.00
$19,150.00

Renewal application
- Corey $10,623.00

Note: Only Corey's working budget is included in this section for illustrative purposes.

Corey and Milan are grouped in one Program Unit with a budget of $10,623.00+$7,610.00=$18,223.00, whereas Melissa's in-home program cost is estimated at $11,540.00. The ECS operator is given great latitude, however, in accommodating his/her budget needs within the $29,773.00 approved total.

(3) Although Corey and Milan both have similar needs because of their cerebral palsy, Milan's primary disability, for programming purposes, is stronger because of his deafness. Both children can be served by one teacher assistant with Milan receiving additional assistance because of his longer day. The children's needs are not identical but their functioning level makes them a compatible mix and, hence, able to be adequately served in one Program Unit.

(4) There is much flexibility within the Program Unit Funding to make adjustments as circumstances change, and as a child grows and develops.

Melissa may grow stronger and be able to spend time in a group setting as the year progresses. However, initially an exclusively in-home program is planned. Except for this consideration, Melissa's program would appear to ignore the needs of her difficulties with cystic fibrosis and to concentrate almost exclusively on her speech and language needs.

(5) If the program is located in an ECS **Centre**, the number of **hours** is required, whereas if the program is located in the **home**, the number of **visits** is required or a combination of hours and visits.

SUMMARY OF PROGRAM UNIT FUNDING PROCEDURES

The following chart outlines the major tasks and responsibilities performed by ECS Operators serving children with severe disabilities.

TASKS	TIME	CONSIDERATION	RESPONSIBILITY
Complete screening and assessment	Spring of year prior to entry into ECS, if possible	Then as required	External Agency
Complete preliminary Special Needs Profile	Upon registration into ECS program		ECS Coordinator
Hold case conference	As required	Normally two or three times each year	Case Coordinator
Write IPP	Prior to start of program	Then ongoing	Teacher and Case Coordinator
Develop a budget	Prior to submission of Program Unit Funding application	Normally by October 22	Operator
Hire teacher assistant	As required	Prior to program start where necessary	Hiring Committee
Order equipment, special materials	As required	As early in program year as appropriate	Teacher
Complete enrolment	Count date is normally September 30	Send to Education Information Exchange by October 15	Treasurer
Send in transportation claims	Advance claim by October 22	Send to Alberta Education, School Finance	Treasurer
Complete Program Unit Funding application	Anytime up to June 1 in program year	Normally, for full year funding by October 22 to School Finance	Case Coordinator
Include Program Unit schedule on overall Budget Report form	Send to Alberta Education, School Business, by November 30		Treasurer
Plan day-to-day program	Regularly, perhaps twice a month	As required	Teacher Teacher Assistant
Redesignate enrolment needs	Regular students to mild/moderate redesignation OR students with mild/moderate to Program Unit redesignation by Nov. 30 for full year funding		ECS Coordinator
Review budget needs	Ongoing	By June 1 of program year	Operator
Evaluate Program Unit Funding program	Ongoing, as part of case conferencing	Formal evaluation periodically	Operator
Plan summer program	Before full program begins	At least three to four months prior to summer program	Teacher and Case Coordinator
Inform school board of upcoming students with special needs	In spring of year prior to school entry	As early as feasible	Case Coordinator
Complete Program Unit Funding reconciliations	Upon completion of Audited Financial Statement	Send to Alberta Education, School Business. [illegible]ool Finance will allow final payment.	Treasurer
Review policies for students with special needs	Annually		Operator

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IV. MAKING A DECLARATION FOR PROGRAM UNIT FUNDING

OVERVIEW

When an ECS operator completes a Program Unit Funding application, the applicant attests to seven (7) criteria that compose a declaration by the ECS operator to be met on behalf of the child with a severe disability. These include the following criteria:

- **parent involvement**
- **screening and assessment**
- **development of program goals**
- **most enabling educational environment**
- **consultative assistance**
- **direct services**
- **case conferences.**

CRITERION #1

"The parent(s)/guardian(s) of each child in this program unit is/are fully aware that special program plans are in place and that this application is being submitted on the child's behalf."

"...Parents/guardians..." are seen as a crucial part of the decision-making process. It is not appropriate to just inform parents. The opportunity for parents to be involved (meaningful role, opportunity for training, recognition of parents' needs, etc.) in all aspects of their child's program is seen by the support given by the ECS operator. This will be particularly noticeable in dealing with parents reluctant to acknowledge their child's problems and/or reluctant to be directly involved.

"...Special program plans..." refer to an Individualized Program Plan (IPP) based on the identified needs of the young child. Attainable goals are chosen and appropriate activities supporting the Kindergarten philosophy are implemented by the approved ECS staff. Clear, systematic records are kept.

NOTE: Assessment documents and ongoing individual program plans should be available upon request.

"...In place..." carries with it a strong commitment. It is not intended that plans sit unfulfilled until funding is received. The plan should be put in place as soon as possible.

"...On the child's behalf..." recognizes an individualized approach to meeting the child's needs. Materials purchased by the ECS operator should reflect the child's specialized needs. Special equipment that can still be used by the child is often transferred with the child moving to another ECS operation in Alberta.

CRITERION #2

"Each child has been identified through screening and assessment carried out by the community health nurses, parent(s)/guardian(s), teachers, and/or child development specialists in accordance with criteria outlined in Part 2, Section 5 of the Funding for School Authorities."

"...Screening..." is commonly carried out by a child's parent/guardian or family doctor, a local pediatrician or community health nurse, and/or by a playschool teacher or ECS staff member. This leads to . . . .

"...Assessment..." which is normally completed by a team of specialists; e.g., occupational therapist, physiotherapist, speech therapist, and child development specialist. In many cases, such activities may be carried out at major assessment centres; e.g., Central Alberta Children's Services Centre, Glenrose Hospital, Alberta Children's Hospital, R.E.A.C.H., etc..

"...Criteria..." are outlined in the *Funding for School Authorities* each year, and included with procedures for completion of funding application forms. Information pertaining to designation and/or inclusion of specific types of disablilities are also provided.

CRITERION #3

"Program goals for each child have been developed on the basis of recommendations arising from screening and assessment data."

This declaration clearly indicates the need for the ECS operator to request specific program goals from assessment personnel. However, is the responsibility of the ECS operator to match the recommendations suggested by assessment teams with local, recognizable needs and priorities, and goals compatible with the kindergarten philosophy. It is here that the parent most often can help determine such priorities.

The ECS operator must fit the goals to the funding application. It is not the responsibility of assessment personnel to prepare funding applications.

When a child transfers from one operator to another, the receiving ECS operator must re-evaluate all pertinent information before making a new funding submission and not automatically act on the previous program plans.

CRITERION #4

"A program consistent with the special needs of each child will be undertaken by the teacher(s), assisted by appropriate support staff in the most enabling educational environment."

"Consistency" of approach to the identified program goal is often difficult. Are the program activities listed capable of achieving the identified goals? There must be a direct compatibility between the planned activities and projected goals. Sometimes a reasonable program strategy, e.g., buying a children's dictionary, may have only indirect benefit in reaching a desired goal, e.g., increasing the child's vocabulary.

"The ECS teacher" is responsible to provide a program to meet the needs of each child. Programming direction is provided to any teacher assistant that might be hired. Information from all sources is acknowledged and weighed in providing a balanced program for the young child. Some teachers provide one-to-one activities to meet the needs of the child at a specific time. Other teachers allow a teacher assistant to give that one-to-one component, but this means time must be allocated for the ECS teacher to:

- meet and communicate to the parents/therapists
- plan the program with the teacher assistant
- attend case conferences/special training opportunities.

"Support" is provided to the teacher by an assistant, if needed. The ECS teacher is always responsible for the child and the program. Support staff can help achieve all that the responsibility implies.

The concept of **"most enabling educational environment"** means that activities are integrated into the regular class situation when possible. The child spends minimal time in isolated or segregated areas. Often, other individuals in the class can benefit from working in a small group with the child with special needs. The program is planned and modifications are made to ensure the child with special needs can be involved in class activities. For further information on implementing this process, please consult with a Coordinator in the Special Education Branch.

CRITERION #5

"Consultative assistance will be provided to staff and parent(s)/guardian(s) as required."

"Consultative assistance" is usually made by provision of opportunities to attend special conferences and inservice activities, by attendance at regular therapy sessions, by purchases of appropriate print materials, and by consultation with specialists and those with experience in working with children with special needs. As well, assistance is provided when time is allocated for program planning.

CRITERION #6

"Direct services (such as speech therapy) will be provided to each child and/or parent(s)/guardian(s) as required."

The ECS operator typically provides **direct services** to the child. However, parents' needs are often overlooked. Sometimes direct service opportunities; e.g., counselling, are available for parents. Also, support organizations may provide much needed information and opportunities for sharing mutual concerns. If needed direct services for the child or parents are unavailable, the ECS operator may need to contract his/her own.

The total picture must be considered when developing a program for a child with special needs. An individual's understanding of the needs of the child with a disability, although well-meaning, may have a narrow perspective. All components, just as in the regular ECS program, must be considered. A child with a disability is a child FIRST, disabled second. A parent of a child with a disability is a parent FIRST, who happens to have a child with special needs. ECS operators must not lose sight of these important distinctions.

CRITERION #7

"Case conferences will be held regularly to evaluate each child's progress and to decide on changes where appropriate, in the program in consultation with the parent(s)/ guardian(s)."

"Case conferences" can take many forms:

- one-to-one discussion, e.g., teacher-to-assistant, and teacher-to-parent
- information group including teachers, assistant, parent, and perhaps ECS coordinator
- extended group involving a specialist invited to discuss a specific need
- more formalized full-scale meeting involving all concerned parties
- specialists meeting, perhaps at an assessment centre.

NOTE: In most situations, parents should be included and kept totally informed. Where there is disagreement, it is appropriate, however, for professionals to meet to decide a range of strategies prior to discussing alternatives with the parent.

The regularity of case conferences also varies. Often, ongoing needs are identified and matched with program plans, informally through telephone calls, through discussions at therapy sessions, and in normal day-to-day communication. A balance between such informal planning and more formal meetings should be established.

The child's progress is the focus at a case conference. When conferences are held too frequently, a child's progress may be hard to measure. To focus on the positive is an important goal of each case conference. Alternative strategies and program planning options can achieve this aim if this intention is clearly defined.

Any changes proposed should be of benefit to the child, and match the kindergarten philosophy, including the concepts of parent involvement and integration.

QUESTIONS AND ANSWERS

Q. After case-conferencing, we developed an IPP for a child with a severe disability in my kindergarten class. With twenty other children in my classroom, how can I find the time to give this child one-to-one instruction?

A. An IPP for a child does not mean that the child must be given individualized instruction. Ideally, the objectives outlined on the IPP can be met by integrating them into functional activities for a child. For example, if a child needs to strengthen his left arm and also is visually impaired, he could participate in fingerprinting with his peers but could be encouraged to use his left hand. Sand could be mixed into his paint to provide extra sensory experience. The other children might want to try this too! Skills taught in meaningful context will often generalize to other settings more easily than when taught in isolated one-to-one situations.

V. REFERENCES

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Program 1 - Opportunities for Growth
Program 2 - Identifying Differences
Program 3 - Case Conferencing
Program 4 - Individualizing the Program
Program 5 - Implementing the Program
Program 6 - Parents are Special, Too.

Alberta Education (1988). **Students' Interactions: Developmental Framework - Social Sphere.** Edmonton, Alberta.

Alberta Education (1988). **Students' Physical Growth: Developmental Framework - Physical Dimension.** Edmonton, Alberta.

ALBERTA EDUCATION

Alberta Education personnel will assist in completing Program Unit funding applications.

- Special Education Branch
  10th Floor, East Devonian Building
  11160 Jasper Avenue
  Edmonton, Alberta
  T5K 0L2
  Telephone: (403) 422-6326

- School Finance
  7th Floor, West Devonian Building
  11160 Jasper Avenue
  Edmonton, Alberta
  T5K 0L2
  Telephone: (403) 427-2055

- Regional Office Branch

  Edmonton Regional Office
  3rd Floor, West Devonian Building
  11160 Jasper Avenue
  Edmonton, Alberta
  T5K 0L2
  Telephone: (403) 427-2952

  Calgary Regional Office
  Room 1200
  Rocky Mountain Plaza
  615 Macleod Trail, SE
  Calgary, Alberta
  T2G 4T8
  Telephone: (403) 297-6353

QUESTIONS AND ANSWERS

Q. What is the role and function of the various Alberta Education staff, as far as children with severe disabilities who qualify for Program Unit funding are concerned?

A. **Staff at the Special Education Branch** are available for consultation and some inservice activities. They review budgets for reasonableness and evaluate programs serving children for which Program Unit funding has been requested and approved. They should be your first stop.

Staff at the School Finance Branch can provide information on funding, funding claims, and payment schedules.

Staff at the Regional Offices can provide additional information to people seeking approved ECS operator status.

APPENDIX A

DEVELOPMENTAL
FRAMEWORK

AGES 2-5

DEVELOPMENTAL FRAMEWORK: AGES 2-5*

Social/Emotional Growth

Behavior/Self Image

Periods of rapid growth at beginning and end of phase are times of unrest and disequilibrium accompanied by the following:

- Unpredictable behavior - ranging from withdrawal to aggression;
- Inner urge to prove own will - 'Let me do it my way';
- Desire to develop personal autonomy - to stand on own feet;
- Prone to tantrums - non-verbal rebellion;
- Impulsive - struggles for control;
- Showing signs of tension - e.g., blinking, biting nails, sweeping tongue.

Period of *slower* growth mid-phase is a time of relative calm and stability accompanied by:

- More control of impulses;
- More cooperation and sensitivity to moods and feelings of others;
- Sustained interest in an activity.

Child is egocentric and unaware of perspective of others. Child:

- Enjoys regularity and personal ritual;
- Seeks success, new experiences;
- Desires some measure of independence;
- Is adventuresome - hates confinement;
- Is vulnerable;
- Is interested in realizing immediate goals.

Relationship to adults

- Needs praise, acceptance, support, encouragement.
- Follows adult suggestions quite readily until late in phase.
- Needs reasonable limits and external controls.
- Conforms to avoid consequences - accepts adult's way as 'the way.'

Relationship to peers

- Needs and enjoys social contact to develop own idea of self.
- Develops autonomy through play - regards other children as play objects.
- Individualistic - finds it difficult to share and take turns.
- May play alone, or beside but not with others (parallel play) until late in phase.
- Frequently frustrated with attempts to socialize but holds no grudges.

Language/Intellectual Growth

Language

Listening:

- Understands objective language of adults better than language of peers.
- Comprehends simple instructions.
- Listens for general rather than specific detail.

Speaking:

- Uses language to maintain self, to direct, to report, to imagine, to reason, to predict, to project.

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* Taken from: Norris, D. and J. Boucher. **Observing Children.** The Board of Education for the City of Toronto, 1980. Permission granted to use the above excerpts from this document.

- Shows great spurt in language *usage* and *structure*.
- Shows great range in language skill - e.g., expression, speed, volume, clarity of speech.
- Asks many fact-finding questions.
- Uses subjective language - meaning is clear to child but not always to listener.
- Needs a listener yet does not consider listener's needs (egocentric).
- Intuitively seeking the *structure* of language.
- Manipulates language - creates and experiments with words.
- Experiments with word order and negative forms - e.g., 'Why I can't go?'
- Reveals rule seeking through errors with plurals, past tense - e.g., 'mouses.'
- Overgeneralizes and applies regular rules to irregular verbs and nouns - e.g., 'I comed.'
- Reveals process of classifying and reclassifying to organize perception of world - e.g., child calls all animals 'dogs.' Later learns significant differences and becomes more specific.

Reading:

- Watches adults read - pretends to read (begins to learn book skills).
- Many aware that meaning can be sought through pictures and print.
- Seeks meaning from symbols in the environment - e.g., signs, advertisements.
- Some may begin to read.

Writing:

- Many children aware that meaning can be conveyed through pictures, symbols, print.

Intellectual Growth

- Learns by manipulating and changing things - trial and error technique gradually replaced as memory develops.
- Action often precedes thought - thought not always analysed.
- Perceives from one point of view - child's own.
- Judges on basis of appearance rather than logic. Some may show intuitive awareness of conservation - e.g., selects correct size of clothes for doll - but does not generalize and transfer this ability to other situations.
- Classifies experiences and later learns to apply them to new situations (essential to learning routines).
- Distinguishes and describes differences according to a particular quality - e.g., 'The little block is the baby.'
- Begins to make comparisons of two objects - e.g., big, little.
- Begins to put objects in order.
- Makes simple causal relationships by association when actively involved - e.g., 'You press a button to turn on the T.V.'
- Has limited ability to understand, compare, and use terminology related to quantity - e.g., child who selects sand play may know which container holds more, but may confuse terms when describing this.
- May show intuitive feeling for symmetry, scale, and order without realizing it.
- Time is understood as *now* and is measured by daily events - past, present, and future terminology presents difficulty - e.g., next week means not now.
- Does not understand time constancy (necessary before clocks and calendars become meaningful).
- Regards inanimate objects as live.
- Memory is largely associative and linked with a particular experience and action - e.g., child pretends when playing in the blocks.

Physical Growth

Rate of growth

- Period of rapid growth in all areas - turmoil at beginning and end of phase with relative calm in between.
- Girls more advanced physically from birth.

Body growth

- Gradually loses baby fat (appears more streamlined and stable).
- Body proportions begin to change - torso and limbs lengthen.
- Wrist bones soft and not fully developed in number.
- Muscles not yet firmly attached to skeleton.
- Little strength, unaware of own limitations.
- Large muscles continue to develop and become more coordinated.
- Small muscles less developed - muscles in extremities develop last.

Organic growth

- Brain development - right/left dominance not established.
- Sensory development uneven - e.g., vision may be more or less developed than hearing.
- Eyes not fully developed in size - naturally far-sighted.

Coordination and control of movement

- Steadiness of growth allows muscular coordination to keep pace - body movement become smoother and more controlled - capable of sudden starts and stops and changes in pace and direction.
- Full arm movement used until wrist, finger bones, and muscles develop.
- Arm movement - sweeps away from and back to body - later circular, up and down, and sideways movements occur.
- Grasp becomes more precise.
- Hand gradually bends independently from shoulder and elbow, allowing more precise reaching, selecting, and holding.
- Ability to run, hop, skip, climb, balance, push, pull, ride a tricycle develops.

Energy - concentration, motivation

- Enthusiastic.
- High energy level.
- Tires easily.
- Changes activity frequently.
- Easily distracted, yet capable of periods of intense concentration.

APPENDIX B

DEFINITIONS OF
SEVERE DISABLING
CONDITIONS IN ECS - GRADE 12

EARLY CHILDHOOD SERVICES-GRADE 12 SPECIAL EDUCATION

The following are definitions to assist school systems, private schools and Early Childhood Services operators in determining eligibility for Alberta Education grants.

GIFTED AND TALENTED

Gifted and talented students are those who by virtue of outstanding abilities are capable of exceptional performance. These are students who require differentiated provisions and/or programs beyond the regular school program to realize their contribution to self and society.

Categories of Giftedness: A Description
Students capable of exceptional performance include those with demonstrated achievement and/or potential ability in one of several areas:

a. General Intellectual Ability
The student possessing general intellectual ability is consistently superior to the other students in the school, to the extent that the student needs and can profit from specially planned educational services beyond those normally provided by the regular school program. Usually, this is the student who has a large storehouse of information about a wide variety of topics. The ability to abstract, generalize and utilize high level thinking skills is common in this type of student.

b. Specific Academic Aptitude
The student possessing a specific academic aptitude is that student who in a specific subject area, is consistently superior to the aptitudes of the other students in the school to the extent that the student needs and can profit from specially planned education services beyond those normally provided by the regular school program. Generally, this is the student who has an inordinate strength in a specific area, such as mathematical reasoning.

c. Creative or Productive Thinking
The student who thinks creatively or productively is one who consistently engages in divergent thinking that results in unconventional responses to conventional tasks, to the extent that the student needs and can profit from specially planned educational services beyond those normally provided by the regular program. Generally, this is the student who is unwilling to accept authoritarian pronouncements without critical examination.

d. Leadership Ability
The student possessing leadership ability is one who not only assumes leadership roles, but also is accepted by others as a leader, to the extent that the student needs and can profit from specially planned educational services beyond those provided by the regular school program. Generally, this is the student who can be counted upon to carry out responsibilities and adapts readily to new situations.

Categories of Giftedness: A Description (cont'd)

e. Visual and Performing Arts
The student possessing visual and performing arts ability is that student who consistently creates outstanding aesthetic productions in graphic areas, sculpture, music, drama or dance, and can profit from specially planned educational services beyond those normally provided by the regular school program.

f. Psychomotor Ability
The student possessing psychomotor ability is the one who consistently displays mechanical skills or athletic ability so superior to that of other students in the school that the student can profit from specially planned educational services beyond those normally provided by the regular program. Generally, this is the student with good control of body movement and excellent eye-hand coordination.

MILD/MODERATE DISABLING CONDITIONS

1. Educable Mental Disability (EMD)
The student who has an educable mental disability is one who is usually significantly delayed in reading, arithmetic and other academic subjects as compared to his same-age peers. Upon leaving school, the majority should be able to hold a job, manage their affairs, and otherwise provide for themselves and their family.

Any student designated as having an educable mental disability should have an intelligence quotient (IQ) in the range of 50 to 75 ± 5 as measured on an individual intelligence test.

2. Trainable Mental Disability (TMD)
The student who has a trainable mental disability is one who is very unlikely to make meaningful achievement in the traditional academic subjects, but who is capable of profiting from instruction in living/vocational skills.

Any student who is designated as having a trainable mental disability should:

a. have an intelligence quotient (IQ) in the range of approximately 30 to 50 ± 5 as measured on an individual intelligence test

b. have an adaptive behavior score equivalent to the moderately retarded level on an adaptive behavior scale (e.g., American Association on Mental Deficiency Adaptive Behavior Scale, Progress Assessment Chart, Vineland).

3. Emotional/Behavioral Disability

Generally described, behavior disabilities are the result of conflict between the student and the environment, and occur when students respond to their educational environment in ways which deviate significantly from age-appropriate expectations and interfere with their own learning and/or that of others. Qualitatively described, they can be "Mild," "Moderate" or "Severe" in terms of the extent to which they disrupt the student's educational program.

There is no magic formula a teacher or resource person can use to define a behavior disability, either in terms of whether one exists or, if one does, how severe it is. The definition and identification of a behavior disability will always be partly objective (what is actually happening that can be verified by more than one person) and partly subjective (what is perceived to be happening by a single observer). This depends on the observations as well as the values, mood and tolerance level of the teacher. One teacher's definition of behavior disability may be another teacher's definition of a praiseworthy act by the student(s). For example, one teacher may not accept any arguing from students, while another may reinforce students for arguing (within reason) to support their point of view.

Typically, behavior disabilities are characterized by a number of traits:

a. the demonstration of an inability to establish or maintain satisfactory relationships with peers or adults
b. the demonstration of a general mood of unhappiness or depression
c. the demonstration of inappropriate behavior or feelings under ordinary conditions
d. the demonstration of continued difficulty in coping with the learning situation in spite of remedial intervention
e. the demonstration of physical symptoms or fears associated with personal or school problems
f. the demonstration of difficulties in accepting the realities of personal responsibility and accountability
g. the demonstration of physical violence toward other persons and/or physical destructiveness toward the environment.

4. Learning Disability

The term "learning disability" refers to any one of a heterogeneous group of chronic disorders that may have as its basis either an identifiable or inferred central nervous system dysfunction. These disorders may be manifested by difficulties in one or more processes such as attention and planning. This results in demonstrable weaknesses in language arts, mathematics and/or social acceptance.

Learning disabilities may affect anyone. However, if a student is underachieving relative to his or her learning potential and has no sensory impairment, no motor impairment, adequate motivational and learning opportunities, and an adequate learning environment, then learning disabilities are considered to be the primary disabling condition.

4. Learning Disability (cont'd)

For the majority of students with learning disabilities, modification of the instructional process and/or the learning environment is required to meet their unique learning needs. In some instances, the use of a specific curriculum, directed to a student's need and abilities, may be required.

Students with learning disabilities exhibit one or more of the following characteristics:

disorganization	inflexibility
distractibility	perseveration
hyperactivity or hypoactivity	weak social relationships
impulsivity	

Learning disabilities also refers to deficit functioning in one or more learning processes (i.e., auditory and visual receptive channels, and verbal and written expressive channels).

5. Hearing Impairment - Hard-of-Hearing

Hearing problems which interfere with learning in any way are classified as hearing impairments. A student with a hearing impairment is one who has a hearing loss which interferes with his or her acquisition or maintenance of auditory skills necessary to develop speech and language. This includes children who have a hearing impairment at birth and those who develop hearing problems later.

Student with a Hearing Impairment

Student who is Hard-of-Hearing

The student will have an average hearing loss of 25 decibels or more unaided over the normal range of speech.

6. Visual Impairment - Low Vision

Student with a Visual Impairment

The student who has a visual impairment is one whose visual condition is such that it interferes with the ability to learn unless educational adaptations are made.

Student with Low Vision

The student will have a visual acuity of less than 20/70 (6/21 metric) in the better eye after correction but more than 20/200 (6/60 metric).

7. Speech and Language Impairment

Student with a Speech Impairment
The student who has a speech impairment has speech which deviates so far from the speech of others that it calls attention to itself, interferes with communication or causes maladjustment.

A communication impairment refers to disorders in comprehension and/or use of language/ articulation voice and fluency skills.

Language Disorders
Language disorders encompass problems in semantics (word meanings), syntax (grammatical patterns), morphology (word order) and certain aspects of phonology (speech sounds).

Articulation Disorders
Articulation disorders are problems with speech sound production and their integration. They are characterized by substitutions, distortions, omissions and additions.

Voice Disorders
Voice disorders include problems in vocal production and control characterized by differences and deviations in pitch, loudness, quality and prosody (including rate), which are inappropriate for the student's age and sex.

Fluency Disorders
Fluency disorders are problems in maintaining speech flow due to interferences such as repetition, prolongation, hesitation, broken words, revisions or extraneous movements.

SEVERE DISABLING CONDITIONS

1. Dependent Mental Disability
Due to severe mental disability, constant supervision and assistance are required in self-care, motor skills, communication and other aspects of daily living.

For ECS children this may mean little if any functional adaptive behavior and/or an inability to initiate meaningful play.

2. Emotional/Behavioral Disability
Students with severe emotional and/or behavioral disabilities display chronic, extreme and pervasive behaviors that drastically interfere with their ability to function within existing social, cultural or age-appropriate standards. Their behaviors are so profoundly inappropriate that they significantly interfere with the educational environment and the safety and progress of self and/or others. Eligible students must be receiving highly individualized educational programming and intensive support services at school,

2. Emotional/Behavioral Disability (cont'd)

including close adult supervision. An assessment or opinion from a chartered psychologist or psychiatrist must be obtained to indicate the nature and severity of the disability. The effects of the disability on the student's functioning ability should be described. An ongoing treatment plan should be available and efforts should be made to link students with appropriate mental health and therapeutic services.

Eligible students must be exhibiting chronic, excessive and pervasive behaviors such as:

a. dangerously aggressive, destructive and/or impulsive behaviors, including violence or serious threats of violence to self, others or to property; or
b. autism; or
c. self-stimulation, perseveration, echolalia and/or aphasic behavior; or
d. severe passive or withdrawal behaviors, schizophrenia, manic depression or similar severe disorder; or
e. other behavioral/emotional disorders of similar nature and consequence.

For ECS children this may include little, if any, expressive or receptive communication skills.

3. Multiple Disability

Students who are severely disabled as a result of two or more non-associated disabling conditions, the effects of which result in a functioning level as low or lower than that which is associated with a severe primary disability, and which results in a very high level of dependency (e.g., Visually Impaired-Mentally Disabled).

4. Physical Disability - Including Neurological Disorders

Normal body movements and functions are impeded or prevented by physical disability, specific neurological disorder and/or medical conditions so that attendance in an educational program requires extensive assistance.

5. Deafness

An average hearing loss of at least 70 decibels unaided in the better ear over the normal range of speech (i.e. severe to profound hearing loss).

For ECS children, absence of speech and/or severe communication problems may preclude hearing as a learning mode.

6. Blindness

Visual acuity is 20/200 (6/60 metric) or less in the better eye with correction or, a field of vision limited to an angle 15 degrees or less in both eyes, or a CNIB registration number.

INSTITUTIONAL/HOMEBOUND

This category includes students of legal school age (ages 6-15) inclusive who require educational services in a non-school environment such as a group home, correctional institution, hospital or home.

1. **Family and Social Services**
   Students may be placed in a group home or some other special setting by Alberta Family and Social Services.

2. **Justice**
   Students who have committed an offence under the law and are placed in a detention centre or some other legal setting.

3. **Hospitals**
   Students who are receiving treatment in a hospital setting.

4. **Homebound**
   Students who may be medically fragile or who are homebound for other reasons.

OTHER

REFERENCES

Alberta Education Documents

Educating Gifted and Talented Students in Alberta: A Resource Manual for Teachers (1986)

Behavior Disorders in Schools: A Practical Guide to Identification, Assessment and Correction (1986)

Funding for School Authorities

APPENDIX C

CHECKLIST FOR DEVELOPMENT OF LOCAL SPECIAL NEEDS POLICIES

CHECKLIST FOR DEVELOPMENT OF LOCAL SPECIAL NEEDS POLICIES

A number of policies and procedures may result by addressing the following statements:

- ☐ We advertise/communicate in the community that ECS has a high priority for serving children with disabilities.
- ☐ We demonstrate our commitment to this priority by reserving space for children with special needs in our class enrolment.
- ☐ We have procedures identified to screen/assess children with mild/moderate disabilities.
- ☐ We have procedures identified to refer children with severe disabilities for professional assessment/diagnosis.
- ☐ We have developed a timeline for tasks related to our special education policies and procedures.
- ☐ We have policies and procedures to reflect mandatory and discretionary criteria related to accessing Program Unit funding; e.g., IPPs.
- ☐ We have policies and procedures to determine the responsibilities for decision-making related to our "special needs" component.
- ☐ We have considered policies and procedures for providing supports and services for children with special needs.
  - _____ confidentiality
  - _____ storage of records
  - _____ transference of records
  - _____ financial record-keeping
  - _____ purchasing equipment for children with special needs
  - _____ hiring assistants for children with special needs
  - _____ arranging transportation for children with special needs
  - _____ handling medication
  - _____ providing parent support; e.g., fees, workshop subsidies, parent advocacy groups
  - _____ consideration of program planning for children with special needs
  - _____ other.

APPENDIX D

SPECIAL NEEDS PROFILE:
Preliminary Screen

SPECIAL NEEDS PROFILE: Preliminary Screen

This Special Needs Profile may be used as a rough screen to determine eligibility for Program Unit Funding, and may be used as a preliminary step to completing a Program Unit Funding application.

CHECKLIST	INFORMATION
___ 1. What is the name of the child?	1. Child's Name: _____
___ 2. What are the names of the parents?	2. Parents: _____
___ 3. What is the child's date of birth?	3. Date Of Birth: _____
___ 4. What is the nature of the disability?	4. Disability: _____ _____
___ 5. Is this a first-time or renewal application?	5. ◯ First-time ◯ Renewal
___ 6. Are special therapies involved?	6. Therapies: ◯ Speech ◯ Other: _____ ◯ O.T. ◯ P.T. _____
___ 7. Has the child received a recent assessment? By whom?	7. Most Recent Assessment Date: _____ By Whom: _____
___ 8. Are assessment documents on file?	8. Documents: ◯ On File ◯ Pending ◯ Update Needed ◯ Has parental permission to access documents
___ 9. What is the proposed placement?	9. Placement: ◯ Home ◯ ECS Centre ◯ Other*: _____ (*contract necessary)
___ 10. Who recommended placement?	10. Recommended By: _____
___ 11. Was the placement recommendation the result of a case conference? the result of ongoing program planning?	11. ◯ Case Conference Date: _____ ◯ Ongoing Plans With: _____
___ 12. Are parents in full agreement with proposed placement?	12. Parents: ◯ Yes ◯ Need To Be Convinced ◯ Not Yet Informed
___ 13. Is an updated individualized program plan (IPP) available? Who provided it?	13. Suggested Program Provided By: _____ _____
___ 14. Are there any special considerations? Will a rehabilitation aide be required? Any special needs background? Time? Required equipment/materials? Training needs?	14. Special Considerations: ◯ Rehab. Aide: _____ ◯ Equipment/Materials: _____ ◯ Training Needs: _____
___ 15. Who has been appointed this child's Case Coordinator?	
Case Coordinator: _____ Phone No.: _____ ECS Operator: _____	

APPENDIX E

FUNDING FOR SCHOOL AUTHORITIES IN THE 1995-96 SCHOOL YEAR: A MANUAL FOR SCHOOL JURISDICTIONS, PRIVATE SCHOOLS AND PRIVATE ECS OPERATORS

PURPOSE

Funding for **children with severe disabilities** enables **Early Childhood Services operators** to provide programs that meet the learner requirements of **children** with severe disabilities.

CONDITIONS

1. Program unit funding may be paid to an **ECS operator** for each eligible **child**. The funding amount is the lesser of the program unit ceiling, the budget amount, and the actual cost.

2. A **child** claimed under a program unit does not qualify for special needs funding for the mildly or moderately disabled.

3. **Children** are eligible to be counted by one **ECS operator** only. The **ECS operator** claiming the **child** is responsible for ensuring the **child** is not counted by another **ECS operator**.

4. The following information for **children** receiving program unit funding must be kept on file by **ECS operators**:

   (a) An **Individualized Program Plan** for each **child**;
   (b) Assessment documentation to support the severity of each **child's** special need (completed no earlier than the previous year); and
   (c) Current budget information.

   This information must be made available to the Special Education Branch on request.

5. **Private ECS operators** must discuss long-term plans for each **child** in a program unit with the local **school jurisdiction** or private school receiving the **child** in grade 1.

6. To be eligible for minimum program unit funding, an **operator** must provide either a minimum of 40 hours of program activities for a **child** in a program unit or at least 8 in-home visits to each **child** in an **in-home program** during the school year, or the equivalent in a combination of hours and visits. If the combination of hours and visits is used, the **in-home program** must include a schedule of a minimum of 4 visits to a home.

7. Program unit funding is intended to meet individual needs. The maximum program unit funding rates should be viewed as ceilings only. Provincial averages indicate that most programs in an integrated setting cost less than $13,000.

CONDITIONS (Cont'd)

8. Program unit funding decisions may be appealed by the applying school authority or by the **child's** parent(s) to the Assistant Deputy Minister, Regional Services.

REQUIREMENTS

1. A **child with a severe disability** or who is hearing impaired, and is a minimum of 2 years 6 months on September 1 of the current school year is eligible for severe disability funding for up to three years.

2. A **child with a severe disability** who:

   (a) is at least 5 years 6 months but less than 6 years of age on September 1 of the school year in which he/she is counted;

   (b) is eligible to enter grade 1 under the school entrance age policy of a **school jurisdiction**; and

   (c) has not spent 3 years in an **Early Childhood Services Program**,

   may be eligible for program unit funding if in the opinion of the **school jurisdiction, parent** and **Early Childhood Services operator** the **Early Childhood Services Program** is appropriate for the **child**.

3. If a **child** is added to an established program unit, the amount of the program unit is calculated as follows:

$$\text{Funding for 1 Child} + \left[\text{Funding for 2 Children} - \frac{\text{Funding for 1 Child}}{800} \times \text{Number of hours the additional Child is in program} \right]$$

For example, if a **child** is added to an existing program unit on January 1, and

the funding for 1 **child**	=	$19,000
the maximum funding for 2 **children**	=	$22,800
number of hours	=	480

then,

$$\$19{,}000 + \frac{(\$22{,}800 - \$19{,}000) \times 480}{800}$$

$$= \$21{,}280$$

The maximum funding for the two **children** in the program unit for the year is $21,280.

REQUIREMENTS (Cont'd)

4. To be eligible for maximum funding, an **ECS operator** must provide either 800 hours of program activities for a **child** in a program unit or 36 in-home visits to each **child** in an **in-home program** during the school year, or the equivalent in a combination of hours and visits.

   The funding rates may be prorated using a ratio of the number of hours of program activities offered to a maximum of 800, or the number of in-home visits provided to a maximum of 36, or the equivalent in a combination of hours and in-home visits.

5. Payment is made on the basis of Form 87ED 02.05A, "Program Unit Application Form". The completed form must be submitted to School Finance. A revised form should be submitted to School Finance if the **ECS operator** finds the amount of funds approved in the initial application to be insufficient or excessive because circumstances have changed or if the **child** is no longer in the program. All revisions to Program Unit Applications must be submitted prior to June 1 of the program year.

6. At the end of the school year each **ECS operator** shall report actual expenditures applicable to all program units offered by the **ECS operator**. The expenditures for all program units should be reported on one statement.

7. **Private ECS operators** should report actual expenditures in the schedule pertaining to Early Childhood Service Program Units of the Audited Financial Statement. Those **private operators** with only **children** eligible for program unit funding must complete the report "Operating Fund Expenditures".

8. **School jurisdictions** should report actual expenditures on Form 87ED 02.05B, "ECS Summary of Actual Expenditures", sent to them in June by School Finance. The completed form must be returned to School Finance by September 22.

CONSIDERATIONS

The following guidelines in (1), (2), (3) and (4) are to be used for determining expenditures in the ECS Summary of Actual Expenditures:

1. For **ECS operators** that have integrated a **child** with a severe disability into the regular ECS classroom:

   (a) The basic instruction funding, Part 3, Section 1, is paid on behalf of all **children** in an **Early Childhood Services Program**. This funding supports the day-to-day operating costs of the program, such as teacher salaries, rent, utilities, and supplies. Since these costs would be incurred whether or not a child with a

CONSIDERATIONS (Cont'd)

severe disability was in the program, they should not be included in the program unit expenditures. Include costs that are "added" because of the additional service being provided to the **child** with a severe disability, such as assessment costs, specialized equipment costs, and teacher assistant costs. Ordinarily, teachers' salaries should not be included as a program unit cost because the basic instruction funding supports this cost.

2. For **ECS operators** offering a program for **children** with severe disabilities only:

   (a) All program costs for programs operated solely for **children** with severe disabilities may be included except capital building costs and other fixed costs that would be incurred if the program did not operate. Capital equipment purchase(s) must meet the specific needs of one **child** or of a group of **children**. Capital equipment costs cannot be included if they are not directly related to specific needs. Since the basic instruction funding is paid on behalf of a **child** with a severe disability, this funding revenue should be considered in determining the program unit funding expected by being subtracted from the program unit cost. Similarly, the transportation funding should be subtracted from the total transportation cost under Part 4, Section 8 of the Manual.

3. For **ECS operators** contracting with day care services:

   (a) **Children** who require day care are not eligible to have their day care fees paid under the program unit funding.

   (b) In circumstances where a **child** is placed in a day care program because the location is the best place to implement the **Individualized Program Plan** for the **child**, the fees for the portion of the day that is necessary to provide the programming may be paid.

4. Specific costs which can be included in all types of program units are:

   (a) Instruction

      (i) Salaries, wages and employer's portion of fringe benefits expenditures applicable to teacher assistants directly involved in teaching, planning, implementing and evaluating the program for the **child(ren)** in the unit.

      (ii) Services Purchased - speech therapy, occupational therapy, physiotherapy, mobility training, psychological and other services, and assessment costs for part or all of the program which are not provided free by public service agencies.

CONSIDERATIONS (Cont'd)

Rental of personalized equipment and specialized furniture which is not available free or subsidized by another source such as Alberta Aids for Daily Living.

(iii) Supplies and materials - instructional supplies and materials which are particular to the **child's** program.

(b) Parent Inservice - amounts paid for **parents** who attended in-province workshops, seminars, inservice and specialized training sessions specifically related to the **child's** program and designed to enhance the ability of **parent(s)**/guardian(s) to assist in the **child's** development.

(c) Teacher Inservice - amounts paid for teachers and teacher assistants who attended in-province workshops, inservice, special courses and seminars related to staff responsibilities in the **child's** program and in parental assistance.

(d) Administration - administrative expenditures of up to 5 percent of the operating expenditures exclusive of administration costs of the program unit. These expenditures should include that portion of the coordinator's salary directly applicable to the program unit which is not normally part of a coordinator's ongoing role.

(e) Operation and Maintenance

(i) Salaries, wages and employer's portion of fringe benefits for employees who maintain capital equipment which is owned by the **operator** and used in the delivery of the **child's** specialized program.

(ii) Services Purchased

Utilities and rent costs where costs are incurred directly as a result of adding **children** with severe disabilities to the program.

Contracted maintenance of capital equipment owned by the operation and used in the delivery of the **child's** specialized program.

(iii) Supplies and materials used directly for the maintenance of the **child's** specialized capital equipment.

CONSIDERATIONS (Cont'd)

(f) Net Transportation Costs - calculated by subtracting the transportation funding (Part 4, Section 8) from the total transportation costs for program unit **children**. In determining total transportation costs, GST should not be included, however, **ECS operators** may include the following:

(i) the cost of transporting a **child** from the regular program site to another site for a special activity which occurs within the **child's** scheduled program;

(ii) transportation costs for field trips which are directly related to the **child's Individualized Program Plan**;

(iii) salaries, wages and employer's portion of fringe benefits for an attendant required to accompany a **child** while being transported, or for salaried bus drivers;

(iv) services purchased - amounts paid to contractors, **parents**, or **school jurisdictions** for the transportation of **children**;

(v) supplies and materials - fuel, oil, and other costs associated with the operation of a **school bus**, if the bus is owned by an **ECS operator**.

NOTE: Only actual transportation costs will be paid under program unit funding.

(g) Contribution to Capital Fund - funds to purchase specialized furniture and equipment for one individual which are not available free or subsidized by another source. Expenditures should not exceed 10% of the program unit funding ceiling. A specialized piece of furniture or equipment no longer used by the **child** remains the property of the **ECS operator**, not of the **child** or **parents** of the **child**. If a **child** changes **schools** in Alberta but continues to have use for the specialized furniture or equipment, the furniture or equipment goes with the **child**. Renovations to a building or the purchase of furnishings and equipment to be used for the benefit of all **children** in the instructional area are not eligible for support under this section. If expenditures under this item exceed 10% of the program unit funding ceiling, approval from Alberta Education staff is necessary prior to committing to the expenditure.

CONSIDERATIONS (Cont'd)

1. The following descriptions of disabling conditions provide the criteria for determining eligibility for program unit funding:

   (a) Dependent Mental Disability

   Children with severe mental disabilities who require constant supervision and assistance in self-care, motor skills, communication and other aspects of daily living.

   For ECS this may mean little if any functional adaptive behavior and/or an inability to initiate meaningful play.

   (b) Emotional/Behavioral Disability

   Children with severe emotional and/or behavioral disabilities display chronic, extreme and pervasive behaviors that drastically interfere with their ability to function within existing social, cultural or age-appropriate standards. Their behaviors are so profoundly inappropriate that they significantly interfere with the educational environment and the safety and progress of self and/or others. Eligible **children** must be receiving highly individualized educational programming and intensive support services at **school**, including close adult supervision. An assessment or opinion from a chartered psychologist or psychiatrist must be obtained to indicate the nature and severity of the disability. The effects of the disability on the **child's** functioning ability should be described. An ongoing treatment plan should be available and efforts should be made to link **children** with appropriate mental health and therapeutic services.

   Eligible **children** must be exhibiting chronic, excessive and pervasive behaviors such as:

   i) dangerously aggressive, destructive and/or impulsive behaviors, including violence or serious threats of violence to self, others or to property; or
   ii) autism; or
   iii) self-stimulation, perseveration, echolalia and/or aphasic behavior; or
   iv) severe passive or withdrawal behaviors, schizophrenia, manic depression or similar severe disorder; or
   v) other behavior/emotional disorders of similar nature and consequence.

   For ECS **children**, this may include little, if any, expressive or receptive communication skills.

CONSIDERATIONS (Cont'd)

(c) Multiple Disability

Children who are severely disabled as a result of two or more non-associated disabling conditions, the effects of which result in a functioning level as low or lower than that which is associated with a severe primary disability, and which result in a very high level of dependency (e.g., Visually Impaired-Mentally Disabled).

(d) Physical Disability - Including Neurological Disorders

Children whose normal body movements and functions are impeded or prevented by physical disability, specific neurological disorder and/or medical conditions so that attendance in an educational program requires extensive assistance.

(e) Deafness

An average hearing loss of at least 70 decibels unaided in the better ear over the normal range of speech (i.e. severe to profound hearing loss).

For ECS **children**, absence of speech and/or severe communication problems may preclude hearing as a learning mode.

(f) Blindness

Visual acuity is 20/200 (6/60 metric) or less in the better eye with correction or, a field of vision limited to an angle of 15 degrees or less in both eyes, or a CNIB registration number.

2. The following assessment data is to be kept on file by the ECS program operator for the stated disabilities:

(a) Deafness
Audiological assessment reveals decibel loss of 70+ in the better ear.

(b) Blindness

(i) Ophthalmological assessment reveals visual acuity of 20/200 (6/60 metric) or less in the better eye with best correction.

OR

CONSIDERATIONS (Cont'd)

(ii) Visual acuity which is greater if the widest diameter of field of vision subtends an angle of 15 degrees or less in both eyes

OR

(iii) CNIB registration number.

(c) Other

(i) Where psychometric testing is undertaken, the estimated IQ will be less than 30.

(ii) Psychiatric, neurolinguistic and/or speech pathological assessment reveals the etiology of the communication disorder and recommends remediation.

(iii) Psychiatric, psychological and/or neurological reports should isolate causal factors in severe behavior disorders for which programming recommendations can be made and carried out.

(iv) Medical assessments and treatment/coping recommendations from involved therapists (physio, occupational, rehabilitation, etc.) will be required for physical/medical problems.

3. The **Individualized Program Plan (IPP)** must:

a) Involve **parent(s)**/guardian(s)

i) **Parent(s)**/guardian(s) are involved in and/or fully aware of all placement decisions, program planning, program implementation and outcome evaluation.

ii) Provision is made and financed for **parent** habilitation (activities which assist **parents** in the management of the **child's** special needs), inservice, information requirements and case management in the home.

b) outline program facilitation

i) Staffing is particularized to the case.

ii) Staff have the appropriate formal training and inservice training to deal with the case.

CONSIDERATIONS (Cont'd)

iii) Appropriate services are acquired or developed in accordance with each **child's** needs.

iv) Services and personnel are coordinated so that the greatest effect on the **child's** development can be accomplished for the least cost.

Alberta

EDUCATION

EARLY CHILDHOOD SERVICES

1995-96 PROGRAM UNIT FUNDING ☐ REVISED

Refer to Part 2, Section 5 of the Funding For School Authorities to reaffirm eligibility and to assist in a review of the individualized program plan(s) for the child(ren) included in this application. Submit one copy of this application for each school/centre to School Finance.

Name of School Jurisdiction/Private School/Society: _____

Name of School/Centre: _____

Address: _____ **Postal Code:** _____

Contact Person: _____ **Telephone No:** _____

Number of Program Unit children: ☐ **Budget Amount:** $ ☐

Have any of these Program Unit children been with a previous operator: ☐ YES ☐ NO

If YES, has the Individualized Program Plan been received from the previous operators: ☐ YES ☐ NO

NOTE:
- The Budget amount is subject to change upon review by the Alberta Education staff.
- Final payments will be based on the lesser of the approved budget amount, funding ceiling or actual expenditures.
- To revise your budget, please send an amended application to School Finance.

DECLARATION:

The undersigned does hereby declare that an individualized program has been planned and will be carried out for each child in this application and long term plans for the child(ren) have been discussed with the receiving school board(s) according to the following criteria:

- The parent(s) / guardian(s) of each child in this program unit is/are fully aware that special program plans are in place and that this application is being submitted on the child's behalf.
- Each child has been identified through screening and assessment carried out by community health nurses, parent(s) / guardian(s), teachers and/or child development specialists in accordance with criteria outlined in Part 2, Section 5 of the Funding For School Authorities.
- Program goals for each child have been developed on the basis of recommendations arising from screening and assessment data.
- A program consistent with the special needs of each child will be undertaken by the teacher(s), assisted by appropriate support staff in the most enabling educational environment.
- Consultative assistance will be provided to staff and parent(s) / guardian(s) as required.
- Direct services (such as speech therapy) will be provided to each child and/or parent(s) / guardian(s) as required.
- Case conferences will be held regularly to evaluate each child's progress and to decide on changes, where appropriate, in the porgram in consultation with the parent(s) / guardian(s).

I certify that the programs identified in this report are being offered in accordance with Alberta Education program requirements.

_____ _____

(School Jurisdiction Superintendent or President of Society/Private School) (Date)

I certify that to the best of my information and belief, the number of children used for the determination of the funding payable by Alberta Education is correct.

_____ _____

(Signature of Secretary-Treasurer) (Date)

FOR DEPARTMENT USE:

SPECIAL EDUCATION BRANCH **Date Approved:** _____

APPROVED BY: _____

(Signature of Performance Certifier) **Amount Approved:** $ _____

_____

(Signature of Expenditure Officer)

87ED 02.05A RETURN TO: SCHOOL FINANCE

CRITERIA FOR DETERMINING ELIGIBILITY FOR PROGRAM UNIT FUNDING

Descriptions of Disabling Conditions

(a) Dependent Mental Disability

Due to a severe mental disability, constant supervision and assistance are required in self-care, motor skills, communication, and other aspects of daily living.

For ECS children this may mean little if any function adaptive behavior and/or an inability to initiate meaningful play.

(b) Emotional/Behavioral Disability

Students with severe emotional and/or behavioral disabilities display chronic, extreme and pervasive behaviors that drastically interfere with their ability to function within existing social, cultural or age appropriate standards. Their behaviors are so profoundly inappropriate that they significantly interfere with the educational environment and the safety and progress of self and/or others. Eligible students must be receiving highly individualized educational programming and intensive support services at school, including close adult supervision. An assessment or opinion from a chartered psychologist or psychiatrist must be obtained to indicate the nature and severity of the disability. The effects of the disability on the student's functioning ability should be described. An ongoing treatment plan should be available and efforts should be made to link students with appropriate mental health and therapeutic services.

Eligible students must be exhibiting chronic, excessive and pervasive behaviors such as:

i) dangerously aggressive, destructive and/or impulsive behaviors, including violence or serious threats of violence to self, others or to property; or
ii) autism; or
iii) self-stimulation, perseveration, echolalia and/or aphasic behavior; or
iv) severe passive or withdrawal behaviors, schizophrenia, manic depression or similar severe disorder; or
v) other behavior/emotional disorders of similar nature and consequence.

For ECS children, this may include little, if any, expressive or receptive communication skills.

(c) Multiple Disability

Students who are severely disabled as a result of two or more non-associated major disabling conditions, the effects of which result in a functioning level as low or lower than that which is associated with a severe primary disability, and which results in a very high level of dependency (e.g., Visually Impaired-Mentally Disabled).

(d) Physical Disability - Including Neurological Disorders

Normal body movements and functions are impeded or prevented by physical disability, specific neurological disorder and/or medical conditions so that attendance in an educational program requires extensive assistance.

(e) Deafness

An average hearing loss of at least 70 decibels unaided in the better ear over the normal range of speech (i.e. severe to profound hearing loss).

For ECS children, absence of speech and/or severe communication problems may preclude hearing as a learning mode.

(f) Blindness

Visual acuity is 20/200 (6/60 metric) or less in the better eye with correction or, a field of vision limited to an angle of 15 degrees or less in both eyes, or a CNIB registration number.

DETAILS OF CHILDREN IN PROGRAM UNIT(S)

	Name of Child	Date of Brith Yr.	Mo.	Day	Location(s) of Child's Program	R or N*	** Assessed Primary Disability	Date Program Starts Yr.	Mo.	Day	Date Program Ends Yr.	Mo.	Day	Number Of Centre Program Hours	Number Of In-Home Visits
FIRST PROGRAM UNIT IN THIS CENTRE															
1.															
2.															
3.															
4.															
5.															
6.															
SECOND PROGRAM UNIT IN THIS CENTRE															
1.															
2.															
3.															
4.															
5.															
6.															
THIRD PROGRAM UNIT IN THIS CENTRE															
1.															
2.															
3.															
4.															
5.															
6.															
FOURTH PROGRAM UNIT IN THIS CENTRE															
1.															
2.															
3.															
4.															
5.															
6.															

* In this column, please indicate whether it is:
(R) - for a renewal application;
(N) - for a new application.

** Assessed primary disability should be referred to by the appropriate letter and number as listed on Page 2

87ED 02.05A

Guidelines for determining expenditures are found in the Funding For School Authorities, Part 2, Section 5

PLEASE SUBMIT SEPARATE BUDGET FOR EACH UNIT

	EXPENDITURES
INSTRUCTION	
Salaries and Wages	$ _____
Employer's Portion of Fringe Benefits	_____
Services Purchased	_____
Supplies and Materials	_____
PARENT INSERVICE	_____
STAFF INSERVICE	_____
OPERATION AND MAINTENANCE	
Salaries and Wages	_____
Employer's Portion of Fringe Benefits	_____
Services Purchased	_____
Supplies and Materials	_____
TRANSPORTATION	
Costs:	
1. Transportation: to and from school _____	
2. In-Home Programs _____	
3. Other: - Field Trips _____	
In-Program Transportation _____	
Total Estimated Costs (A) _____	
Estimated Funding:	
1. Transportation: to and from school _____	
2. In-Home Programs _____	
Total Estimated Funding (B) _____	
NET Transportation Costs: (A) - (B) =	_____
SUB-TOTAL	$ _____
ADMINISTRATION (Lesser of Actual Cost or 5% of Sub-total Above)	_____
CONTRIBUTION TO CAPITAL FUND	
Furniture and Equipment -	
Specify: _____	
Lesser of Actual Cost or 10% of funding ceiling - Refer to the Funding For School Authorities - Funding Rates. If it is necessary that expenditures exceed 10% of the funding ceiling - please contact Alberta Education staff for prior approval to committing the expenditure.	
TOTAL	$ _____

87ED 02.05A RETURN TO: SCHOOL FINANCE

Alberta
EDUCATION

EARLY CHILDHOOD SERVICES

SUMMARY OF ACTUAL EXPENDITURE FOR PROGRAM UNIT FUNDING

FOR THE 1995-96 PROGRAM YEAR

NAME OF SCHOOL JURISDICTION: _____

Complete only one summary of actual expenditures for all Program Units that you operate. Guidelines for determining expenditures are found in the Funding for School Authorities, Part 2, Section 5

The Basic Instruction funding **WILL NOT** be deducted from the expenditures reported.

FUNDING CALCULATION:

i) Actual Expenditures	$ _____	iv) Lesser of i), ii) or iii)	$ _____
ii) Budget Amount (Note)	$ _____	v) Less Advances Received	$ _____
iii) Funding Ceiling	$ _____	vi) Amount Due (Overpaid)	$ _____

NOTE: The budget amount approved during the 1995-96 program year will not be altered.

CERTIFICATION:

I certify that the information reported on this form is correct and that the above costs have not been claimed under any other program.

_____ _____
(Signature of Secretary-Treasurer) (Date)

FOR DEPARTMENT USE ONLY:

Amount Approved $ _____

APPROVED BY: _____ _____
(Signature of Performance Certifier) (Date)

_____ _____
(Signature of Expenditure Officer) (Date)

87ED02.5B RETURN TO: SCHOOL FINANCE

EARLY CHILDHOOD SERVICES
STATEMENT OF ACTUAL EXPENDITURES FOR ALL PROGRAM UNITS
FOR THE 1995-96 PROGRAM YEAR

NAME OF SCHOOL JURISDICTION: _____

	EXPENDITURES
INSTRUCTION	
Salaries and Wages	$ _____
Employer's Portion of Fringe Benefits	_____
Services Purchased	_____
Supplies and Materials	_____
PARENT PROGRAM-INSERVICE	_____
TEACHER INSERVICE	_____
OPERATION AND MAINTENANCE	_____
TRANSPORTATION COSTS (in excess of transportation funding):	
(a) **Total** Program Unit Transportation Cost: _____	
(b) **Less** Program Unit Transportation Funding: _____ (Claimed under Part 2, Section 6 of the Funding for School Authorities)	
NET Transportation Cost: (a) - (b) =	_____
SUBTOTAL	_____
ADMINISTRATION (Lesser of Actual Cost or 5% of Subtotal Above)	_____
CONTRIBUTION TO CAPITAL FUND (Lesser of Actual Cost or 10% of Funding Ceiling, Page 3 of this form)	
FURNITURE AND EQUIPMENT - (Please provide a detailed breakdown indicating the item, amount and the child's name)	
_____	
_____	
_____	_____
TOTAL	$ _____

87ED02.5B RETURN TO: SCHOOL FINANCE

NUMBER OF SALARIED PERSONNEL

	Teacher(s) *FTE	Instructional Assistant(s) *FTE	Total
Instructional Staff			

	Administration (Coordinator, Treasurer or Bookkeeper, Clerical)	Operations and Maintenance (Caretaker(s))	Transportation (Bus Driver(s))	Total
Other Staff				

*FTE = 800 Hours

Name of School / Centre	Identify Each Program Unit(s) Separately Within A School / Centre	Number Of Children in Each Unit	Funding Ceiling
		TOTAL	

FUNDING CEILING
Based on 800 hours of operation

NUMBER OF CHILDREN ENROLLED IN PROGRAM UNIT	1994-95 PROGRAM UNIT RATES
1	$ 19,000
2	$ 22,800
3	$ 26,600
4	$ 30,410
5	$ 34,200
6	$ 37,970
7 or more	$ 37,970 + $ 6,330

PURPOSE

Funding for special needs transportation enables **ECS operators** to transport a **child** with special needs to and from an **ECS program** and/or transport a teacher, a child development specialist, or a teacher assistant to the home of a **child** enrolled in an **in-home program**.

CONDITIONS

1. Special Transportation

   a) For the purpose of this section, special transportation means transportation established or provided for the **child** in a program unit or a **child** with a **mild or moderate disability** when because of the severity of his/her disability, the **child** cannot ride regular rural or urban transportation. Program or **school** location shall not be considered when determining eligibility for this funding. A claim can be made only when special transportation such as a Handi-Bus is required.

   b) A **funded student with a disability** who is eligible to enter Grade 1 and is at least 5 years 6 months on September 1 can not be counted for ECS transportation. These **funded students** are to be counted and claimed for transportation by the **school jurisdiction** under the Rural or Urban Transportation funding in Part 1.

2. In-Home Transportation

   a) For the purpose of this section in-home transportation means transportation for each scheduled visit made by a teacher, a child development specialist, or a teacher assistant to the home of a **child** enrolled in an **in-home program**.

   b) In-home transportation funding will not be paid for more than the following number of visits to any one home during a program period:

      i) 36 visits in the case of a program unit **child**, or
      ii) 11 visits in the case of any other program.

3. Transportation costs incurred for field trips or other activities cannot be claimed under this funding. (However, these costs can be claimed for **children with severe disabilities** under program unit funding.)

CONDITIONS (Cont'd)

4. **ECS operators** are to maintain records of:

   - names of **children** transported;
   - number of days each individual **child** is transported;
   - number of in-home visits;
   - actual costs of transportation; and
   - special transportation provided.

REQUIREMENTS

1. A claim for an advance payment is made on the basis of Form 87ED 02.06A, "Early Childhood Services Transportation Advance", which is sent to **ECS operators** by School Finance in August.

2. **ECS operators** should return the completed form to School Finance indicating the estimated number of **child**-transportation days (number of **children** transported times the number of program **operating days** for the year) and the scheduled number of in-home visits a teacher will make for the program period.

For ECS programs beginning in September:

3. The submission date for Form 87ED 02.06A is October 22.

For ECS programs beginning after September 30:

4. The count for transportation will be taken as of the last operating day in the month in which the program begins. The completed form must be returned within three weeks of that day to School Finance.

5. At the end of the school year, the **ECS operator** shall complete and return Form 87ED 02.06B, "Early Childhood Services Transportation Funding, Report of Actual Transportation Days and In-Home Visits" to School Finance. This form will be sent to **ECS operators** in April.

6. The submission time for Form 87ED 02.06B is three weeks after the last day of the school year.

Alberta

EDUCATION

EARLY CHILDHOOD SERVICES TRANSPORTATION ADVANCE

For the 1995-96 Program Year

INSTRUCTIONS:

1. Complete this form using:
   (a) the number of disabled children being transported.
   (b) the maximum number of days children requiring transportation are to be transported for the year.
2. Submit the completed form to School Finance, Alberta Education by **October 22, 1995.**
3. An advance payment will be determined for the period September, 1995 to March, 1996.

I. **DATE PROGRAM BEGINS:** _____ **DATE PROGRAM ENDS:** _____

II. **SPECIAL TRANSPORTATION**

a) Disabled Transportation Name of School/Centre	Circle Days of Program Operation	No. of Children Transported		Maximum No. of Days To Be Transported For Program Year	
		One-Way	Return	One-Way	Return
	MON TUES WED THURS FRI				
	MON TUES WED THURS FRI				
	MON TUES WED THURS FRI				
	MON TUES WED THURS FRI				
	TOTALS				

b) **In-Home Visits**
(Refer to the definition of "In-Home Program" in the Glossary of Terms, Funding for School Authorities)

Name of School/Centre	No. of Children Receiving In-Home Visits	Maximum No. of In-Home Visits For Program Year
TOTALS		

CERTIFICATION:

I certify that to the best of my information and belief, the number of children transported, the number of in-home visits, and the estimated number of transportation days is accurate.

_____ _____

(Signature of Secretary-Treasurer) (Date)

_____

(Name of School Jurisdiction, Society or Private School)

87ED02.06A RETURN TO: SCHOOL FINANCE